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ABSTRACT

An elementary school administrator designed and implemented a practicum study meant to enable students to gain citizenship skills needed for prosocial interactions with peers and adults. It was expected that the kindergarten through sixth-grade students would use practices acquired from their studies of law, government, and citizenship to direct their personal behaviors and group interactions. A series of workshops for student leaders was conducted. Workshop activities were designed to teach pupils: (1) the use of modified rules of order for class meetings; (2) the foundations of the United States government through study of the Constitution; and (3) the use of the tools of citizenship for the purpose of gaining access to official governmental channels in order to bring about action on matters of concern to the students and their community. Practicum evaluation data suggested that the intervention was successful. Notable among the outcomes were a marked decline in reported incidents of misbehavior and students' increasingly strong belief that improvements in the atmosphere of the school could be augmented through the use of principles of good citizenship. Appendices provide measures, school-wide monthly citizenship activities, workshop activities in citizenship for students, and other related materials. (RH)

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Improving School Climate in Grades K-6 Through Child-Centered Instructional Activities in Citizenship

by

Agnes A. Violenus

Cluster 26-B

A Practicum II Report Presented to the Ed.D. Program

in Early and Middle Childhood

in Partial Fulfillment of the Requirements

for the Degree of Doctor of Education

NOVA UNIVERSITY

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Approved:

August 6, 1990
Date of Final Approval of Report

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The writer thanks the teachers, parents, and children of the participating school for their assistance in providing the setting for the activities in this practicum report, and for their positive response to this effort.

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Abstract

Improving School Climate in Grades K-6 Through Child-Centered Instructional Activities in Citizenship. Violenus, Agnes A., 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood.
Descriptors: Elementary Education/Learning Activities/Social Studies/Citizenship Curriculum/Student Government/Law in the Elementary School/Self-Discipline/Attitude Change/Educational Change/Constitutional Studies for Elementary School/School Morale/School Atmosphere

This practicum was designed to enable students to gain skills in citizenship needed to interact positively with classmates and school-based adults. It was projected that students in grades K-6 who participated in the project would choose to use practices from their studies of law, government, and citizenship to direct their personal behaviors and group interactions.

The writer conducted a series of workshops for student leaders. These included officers of individual classes, as well as pupils elected to serve on a school-wide student council. The workshop activities were designed by the writer to teach pupils to use modified rules of order for conduct of their class meetings, to teach pupils the foundations of the United States government through study of the United States Constitution, and to teach students to use the tools of citizenship in order to gain access to official governmental channels for action on matters of concern to them and to their community.

The results of the practicum were positive. Of these the most notable were the marked decline in reported incidents due to behavioral problems, and the increased conviction on the part of students that improvements in the climate and atmosphere of the school could continue to improve through use of principles of good citizenship.

CHAPTER I

INTRODUCTION

Description of the Work Setting and Community

Community

This practicum was conducted in a major northeastern city at the center of of a tri-state urban complex. The city was one of the main gateways for entrance to the country; hundreds of new residents arrived annually, particularly from Asia and from the Caribbean. There were also great numbers of new arrivals from the south, the midwest, and other areas of the country.

The target school was located in a depressed area of the city with many abandoned buildings and a generally decayed environment. In the long distant past, the immediate neighborhood of the school was a thriving well-to-do section of the city. In recent years there had been a massive urban renewal program under way in an effort to restore some of that past prosperity and graciousness to the community. The construction of several high-rise apartment houses for middle-income families, and the renovation of a number of tenements and brownstones into attractive, modern apartments for low-income families, gave the local community new hope and promise for a better future, at least in terms of housing. Still to come in this on-going development program was the realization of plans to bring business, light industry, and jobs into the area as well before the turn of the century.

Setting

The practicum was conducted in a well-kept public elementary

school first opened in 1939. It was a recognized phenomenon in the neighborhood that this school, which was located in the midst of such a depressed community, did not suffer from graffiti or other forms of student vandalism. The fact that the school community (pupils, parents, and staff) took pride in maintaining the exemplary condition of the school building was one basis for confidence in the eventual success of this practicum.

The school was relatively small compared with others in the city-wide school system. There were sixteen regular classes from prekindergarten through the sixth grade, and six special education classes for pupils aged eight through twelve with learning disabilities and with emotional handicaps. There were approximately 450 pupils with about 20 pupils in prekindergarten, an average of 22 in each class grades kindergarten through second, an average of 28 in each class grades three through six, and no more than 12 in each of the special education classes. Almost all of the children in regular classes lived in the immediate school neighborhood within walking distance. Most of the special education children arrived on school buses from other nearby areas of the city. A very few children traveled to school with free public transportation passes.

The school curriculum was based on the state mandates in all subject areas, on the special city school system's courses of study, on other regular board of education scope/sequence bulletins, and on the local school district's special directives regarding funded programs in specific curriculum areas. Along with these external instructional formulations, the school itself placed emphasis on reading and

mathematics. Logo computer studies, art, science and physical education were also areas of special attention. Although there had been a recent up-grading of the state requirements in social studies content over the last two years, little attention had been given to the attitudes and skills involved in citizenship. It was this area which was addressed by the activities in this practicum.

Staff

Besides the principal and one assistant principal, there was a supervisor of special education who came to the school at least three days a week. Of the approximately 40 teachers, only two had less than two years teaching experience, and all held licenses in common branches or early childhood. Additionally, there were the special education teachers, the guidance counselor, and the attendance teacher, all of whom were also experienced and fully licensed.

At the time of practicum implementation, only three teachers were new to the faculty. These three replaced teachers who retired or resigned at the close of the last school term. The prekindergarten program maintained certain other positions including a social worker and a family worker. The special education classes were served by a psychologist, speech teacher, social worker, and their own guidance counselor. Several itinerant teacher trainers, as well as one full-time staff developer, were also assigned to the school.

The support staff included nine paraprofessionals, also called educational assistants, who worked with small instructional groups under federal Chapter I guidelines. Paraprofessionals were assigned to early childhood classes, to the computer program, to special education

classes for the emotionally handicapped, and to classes with children deemed to be at risk for eventual drop-out before completion of high school. In addition, there were six school aides, and a school guard assigned to assist with distribution of supplies and equipment, with lunchroom and recess procedures, and with entranceway, staircase, corridor, and pupil washroom surveillance.

Writer's Work Setting and Role

The writer had been assigned to the school in a supervisory position for the past ten years, and, during the practicum, supervised classes in the third through the sixth grade comprising approximately 200 pupils and eight teachers. Duties included formal and informal classroom visits throughout the school year, weekly review of teachers' planbooks and pupil work folders, conducting monthly teachers' grade conferences, and semi-monthly special pupil study and interest groups, and arranging special school-wide programs in observance of occasions of significance to the community. The writer also had general school-wide supervision of the social studies, science, computer, mathematics, art, music, and physical education programs. As a supervisor in the school, the writer was frequently called upon to conduct short-term workshops and mini-courses for the faculty on a variety of curriculum topics both within the school and off-site.

The writer's academic preparation included an undergraduate degree in biology, a graduate degree in older childhood curriculum, and a professional certificate in computers in education. Additionally, the writer held state licenses for school principal, and for school district administrator. The professional career of the writer began

with teaching in second, third and fifth grades; past assignments also included supervisory experience in both junior high and elementary schools. The writer also served as an adjunct instructor of Logo computer programming for youngsters in the Continuing Education department of a local community college, and as an adjunct instructor of a graduate course for new and inexperienced teachers in the Department of Education at a local university.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The teachers, supervisors (including the writer), and other staff, as well as parents and pupils identified difficulties in the climate, atmosphere, and morale of the target school. A number of these are described below.

Enrollment and Achievement

New families moving into the catchment area of the school preferred to enroll their youngsters in other schools with a better climate even though they were at a greater distance. For example, a parent would register a very young child in the prekindergarten class, because there were no other such classes in any of the schools in the immediate vicinity. However, the parent would register older siblings in other schools, accepting the burden of having the children in the family attend two different schools. After allowing a few years in prekindergarten, kindergarten, and grade one, the parent would also transfer the younger child to another school, instead of permitting completion of the rest of the grades in the target school.

The school was cited at the city-wide level for an unacceptable attendance average for the past several years. The absentee average for teachers was also well over the expected rate of no more than ten separate days of absence per teacher for self-treated illness. The school was required to record all absences for both pupils and faculty in an effort to determine patterns, if any, and to plan for

improvement. Results of these records over the last few years indeed indicated certain, not unexpected, patterns. For example, both teachers and students tended to be absent on the days immediately before and after weekends, holidays, and vacations.

When the problem was solved, the enrollment and the attendance average of the school rose toward acceptable levels reflecting parents' and pupils' improved attitudes toward the school and the instructional activities.

Neighborhood and Community Status

Adverse reports concerning the atmosphere and the program at the school were circulated in the public press. One particularly damaging article was published after a seemingly amicable visit to the school by a local newspaper reporter accompanied by the local community school district superintendent. It was particularly painful to the teachers, parents, and supervisors of the school to read the remarks in the article, since the bulk of the article was devoted to highly detrimental comments attributed to former students and their parents. The more positive events and materials presented to the reporter during the visit to the school were not included in the article. One hopeful outcome of this unfortunate incident was that the school and neighborhood community, including several of the former pupils and parents joined forces in support of the school program.

When the problem was solved, the confidence of the faculty and community was more positively and accurately expressed in the media.

School-Based Self-Governance

Important offices in the Parent Association were unfilled. Parent

Association meetings were not well attended. However, there were promising indications that parental interest did exist, although it was limited and intermittent. For example, there were about a dozen parents who gave many hours of volunteer service to the school. During open school events and scheduled parent conference days, parents came in impressive numbers to consult with teachers about the progress of their children. During the last school year, a special parent involvement program utilizing a number of evening workshops, attracted as many as fifty parents.

When the problem was solved, parental involvement and support for the school was shown by better parent involvement in school activities and programs, and by better attendance and participation in the Parent Association.

Interclass Interaction

Outside funding for special programs, particularly for early childhood classes, had an unfortunate, unexpected, and divisive effect, which precluded positive interaction between the teachers and students on different grade levels. This was reflected in the fact that, beginning in the new school term, the early childhood classes were separated from the upper grade classes by an entire floor of special education classes. This undoubtedly intensified the need for the faculty to urge funding modifications in order to promote intergrade activities, both between primary and middle/upper grades, and between regular and special education classes.

When the problem was solved, a productive interchange occurred on a continuing basis between teachers and students on all grade levels.

Teacher-Training

An extensive staff development program designed to upgrade instruction in the major subject areas limited teachers' lesson preparation to state and city scope and sequence mandates. These mandates, based on the school's failure to meet city and state minimum standards in reading and mathematics for several years, required teachers to plan with meticulous attention to the methods and materials defined in instructional manuals. It was not expected that these manuals would be revised to match pupils' immediate needs or interests.

Teacher trainers and classroom consultants were not recruited from among the school faculty, but were external both to the school and to the community. In fact, the consultants for an extensive science teacher-training program conducted last year were drawn from local and out-of-town college faculties, although there were at least five teachers already on staff at the school who held science degrees at all academic levels, or who had participated in summer overseas archeological and environmental programs.

When the problem was solved, teachers expected to be trained by more locally based consultants, who had better cognizance of the school setting, and better insights into enrichment of the mandated curriculum scope and sequence to include more pertinent class, group, and individual activities related to pupil, parent, and community interests and concerns.

Continuity of Instruction

Teachers failed to plan adequately for continuity of instruction by substitute teachers in their class on days when they were absent

either for illness or to attend conferences. Substitute teachers were assigned impartially to the school as needed on a daily basis by an outside agency, thus negating the possibility that the school could build a strong group of well-accepted substitute teachers familiar to both staff and students. When the agency could not provide substitute teachers, students were distributed to other teachers, usually not on their own grade level, for the duration of their own teacher's absence. Neither of these contingencies for coping with teacher absence was adequate to overcome the discontent of pupils and staff when these situations arose.

When the problem was solved, teachers planned regularly for on-going continuity of their class program and maintenance of their class standards despite the exigencies of their own absence.

Accidents, Incidents, and Altercations

General. The number of untoward incidents among pupils, faculty, and/or parents that required reports at the district level were in excess of the city-wide expectations. Most of these reports dealt with on-going difficulties repeated between the same individuals at several different times during the school year. Nevertheless, the lack of clear closure to or settlement of these matters, although they involved only a few individuals and a few sets of problems, resulted in the perception of continual conflict in the school by outsiders as well as those in the school.

When the problem was solved, pupils and parents were assured of the school's capability to anticipate and provide for a safe, friendly, comfortable, yet serious school setting for their academic endeavors.

Time-space management. The number of pupil injuries during the lunch/recess period was excessive. Although the student lunchroom and indoor/outdoor yards were each large enough to accommodate over 200 children, the efficient use of space and time required that children spanning four years in age and grades (kindergarten through grade three, for example) be together at a time when direct teacher supervision was limited. The more active play of the older children, even though it was quite appropriate to their age and ability, frequently resulted in accidental injury to the younger pupils. Parents and classroom teachers of these smaller children attested to the anxiety they shared with their children for safety during recess. The older children as well, were clearly resentful of the frequent admonishments directed to them.

When the problem was solved, better cafeteria traffic patterns and seating arrangement, and better organized and supervised playground recess activities promoted a safe environment for pupils, and encouraged better attitudes and interactions between individuals and groups of children throughout the total school day.

Interpersonal relationships. Principal intervention was required in an unusually high number of instances concerning parental dissatisfaction with faculty behavior toward children regarding name-calling, racial bias, and excessive punishments for infractions of classroom rules. Here again, most incidents concerned ongoing dissention between the same individuals. Compounding the problem here however, was the fact that the pupil and parent population was all black or latino, while more than half of the faculty (11 out of 21) were white. Perceptions,

perhaps more than the actual facts, were of major importance here. The apparent attitudes of the staff toward children as expressed by teachers' actions and comments in classrooms, by telephone and written messages to parents, or as perceived and related by the children at home, were often misinterpreted.

When the problem was solved, teachers planned and practiced better classroom management techniques based on clear definition and understanding of teacher and school responsibilities as well as on the rights of students and parents.

Infractions of School Rules and Regulations

Children's concerns. Class representatives to the school's student council meetings reported frequently on children's distress concerning fighting, stealing, and threatening behaviors they witnessed in the school. These children complained that the teachers frequently do not perceive these situations with the same degree of seriousness as do the children. Teachers, on the other hand, expressed the feeling that many pupils became excessively agitated over matters of little or no consequence, that pupils should learn to accept the teachers' decisions in the settlement of such matters, and become more relaxed in their relationships toward other children.

When the problem was solved, pupils in all grades, class leaders and representatives, were taught to assume appropriate duties and responsibilities related to identifying, defining, and maintaining acceptable behaviors in the school building, based on concepts of due process and the practice and obligations of citizenship.

Teachers' concerns. Numbers of children remained in the corridors away

from their classrooms during the school day. Teachers reported that the children refused to enter the room; children reported that teachers refused to allow them in the room because they were chewing gum, had no pencil, left their seat, etc.

When the problem was solved, the numbers of children remaining in hallways, staircases, or administrative offices during the school day declined.

Briefly stated then, the problem was that the depressed climate in the school had a negative effect on staff and student academic and interpersonal behaviors, on the confidence of the pupils, parents and faculty to correct the adverse conditions in the school, and on the image of the school and its program in the community.

Problem Documentation

The topic of student discipline, staff morale, or school climate was on the agenda of nine (out of ten) monthly all-faculty meetings, 12 (out of 15) student advisory council (S.A.C) meetings, and eight (out of nine) parent association (P.A.) meetings. This pattern could also be seen in the meetings of the Comprehensive School Improvement Plan committee (C.S.I.P.), and grade level conferences.

The S.A.C. was composed of two representatives from each class in the school in third through sixth grades, including each of the special education classes. These children then elected the S.A.C. executive committee (president, vice-president, etc.), who ordinarily held their offices for the entire school year, although the other class

representatives on the council were replaced at appropriate intervals. The principal of the school served as advisor to the executive committee, and as moderator at the S.A.C. meetings.

The formation of a C.S.I.P. committee was mandated in all schools which failed to meet city-wide standards in achievement and attendance. The committee was composed of representatives from all constituencies in the school community, including teachers, paras, parents, aides, supervisors, etc. Stipends were paid to the designated representatives (meetings are held outside of school hours), but all members of the staff were invited to attend and participate in all meetings, and many attended regularly. The committee held weekly scheduled meetings, usually before the start of the regular school day, with additional sessions whenever circumstances warranted.

Grade conferences usually were attended by teachers across a span of two grades; thus teachers of both fifth and sixth grades classes would attend the same meeting. Grade conferences were scheduled monthly (except for June), as were all-faculty conferences and parent association (P.A.) meetings. Monthly all-principals conferences with the local superintendent were also scheduled.

A wide variety of other topics were also discussed at all meetings. However, the number of times that matters related to the climate of the school were discussed was clear evidence of deep concern for this topic, closely matched to discussions of curriculum, objectives and goals, teacher planning, or review of programs.

Reports of these meetings, which were held during the past school year, are summarized in Table 1.

Table 1

Count of Conference Agenda Topics Related to the Problem

Group	Times Met	Discipline	Morale	Climate	Other Areas	Total
S.A.C.	15	7	0	5	2	12
P. A.	9	3	2	3	8	8
C.S.I.P.	30+	3	4	8	30+	15
Grade Level	9	5	0	2	9	7
All-faculty	10	3	4	2	10	9

A survey of the numbers and types of reported confrontations among faculty, students, and parents revealed that there were more than 100 pupil/pupil incidents, over 60 pupil/staff incidents, and close to 30 parent/pupils or parent/staff incidents. These reports, averaging one per day of the past school year as summarized in Table 2, offer a significant indication of the extent of the problem.

Table 2

Summary of Reported Confrontations

Type	------Numbers of Different Individuals------			Total No.
	Grades K-3	Grades 4-6	Special Education	Incidents
Pupil/pupil	27	24	45	100+
Pupil/staff	4	5	12	60+
Pupil/parent	3	7	6	30+
Parent/staff	4	2	6	30+

Again, it should be noted that a relatively limited group of individuals accounted for the numbers of incidents, reflecting repeated

conflicts among the same individuals. In addition, it should be noted that reportable confrontations were more likely to occur when the regularly assigned classroom teacher was absent. Also, fewer incidents occurred between students and their own classmates, or between students and their own teachers. Paraprofessionals and school aides, as well as teachers, were included in the staff designation in the tabulation above.

Open-ended questionnaires (see Appendix A) collected at the end of the last school year from 15 student leaders (class presidents, etc.) in grades 3-6, from 11 (out of 15) teachers under the direct supervision of the writer, and from six volunteer parents, revealed that all of the respondents noted a need for improvement in school atmosphere, and a need for improvement in interpersonal relationships. Selected responses to the short questionnaire are summarized in Table 3 as supportive evidence of the existence of the problem. The summary consists of one or two sample responses to each question from each of the respondent groups. It is interesting to note that several teachers and parents added other comments reflecting their feelings that the school was already on the road to better conditions and that people in the target school community were already starting to work together in constructive ways. Also more teachers felt that the atmosphere of the school needed the most improvement, whereas the student leaders felt that interpersonal relationships, particularly pupil-to-pupil, were most in need of attention.

Table 3

Target School's View of the Problem: Questionnaire Survey Summary

Respondents	Relationships	Atmosphere	Added Comments
Students n=15	9	6	0
Teachers n=11	4	7	3
Parents n=6	2	4	2
Totals N=32	15	17	5

One of the most distressing aspects of the problem was manifested by the more than 200 injuries sustained by students during the school year. Of these over 150 occurred during the lunch/recess period; other injuries were sustained in classrooms, stairwells, and corridors. About half of these injuries were reported as accidents, and the other half occurred as a result of altercations between students. Over 80 cases required that parents come to escort hurt or ill pupils home for recovery. For several injuries an ambulance was needed. In total, there was an average of one injury per day during the past school year (see Table 4).

Table 4

Summary of Reported Student Injuries over a Ten-Month Period

Grades	Recess	Classrooms	Halls/Stairs	Accident	Altercation
K - 2	20+	0	2	12	8
3 - 4	40+	5+	10+	28	37
5 - 6	50+	10+	10+	40+	20+
Sp. Ed.	40+	5+	10+	20+	45+
Totals	150+	20+	30+	90+	110+

Note. Sp. Ed. = Special Education

Inspection of the planbooks of the 15 teachers under the direct supervision of the writer revealed that 13 of these teachers failed in at least three ways to utilize regular instruction in citizenship as a class management technique. Firstly, all teachers planned to encourage their pupils to formulate class codes of behavior, and a general school behavior policy was sent home to parents at the beginning of the school year. However, these codes were not framed in terms of citizenship, but rather in terms which specified the details of suspension from school and other forms of deterrence (see Appendix B). Secondly, although teachers planned for regular instruction in social studies (including curriculum content, current events, and map and globe skills) throughout the grades, the teaching of the responsibilities of citizenship was generally neglected except for dates on which significant government occasions were observed, such as Election Day and Inauguration Day. Only two teachers made a point of planning on a regular basis for a class activity related to other civic events such as the city-wide Don't Waste Water campaign and Fire Prevention Week. Thirdly, although every class in Grades 3 through 6 selected or elected class officers, all but two of the teachers failed to note even minor parallels between their own class officers and those of the city, state, or nation.

The local school district regularly published a newsletter for distribution to the parents and staff of the school community. The writer, in the capacity of administrator and supervisor at the target school was, on occasion, directed by the principal of the school to send announcements or reports of commendatory events, such as special

school assemblies, or special visits to the school by community leaders, to the office of the newsletter staff for inclusion in upcoming issues. None of this material was printed, not in the district newsletter, nor in the local community papers.

Enrollment in the subject school declined in five years from over 450 pupils in regular classes to less than 350 pupils at the close of the last school year. Twenty years ago the school enrollment exceeded 1200 pupils; to accommodate these numbers, an entire three-story wing was added to the building. Now, this wing with its twenty classroom, office suites, and full multipurpose lunchroom/gym/auditorium, was used only by the staff and students of an independent program for retarded young adults. Each year, the school surrendered one or more empty classrooms for use as headquarters for outside programs and projects.

In addition to enrollment difficulties, the school also had a serious problem with student attendance. In the last school year the average number of absentee days per student was 21; ten absentee days per year was considered excessive. The target school, along with 19 other elementary and junior high schools in the local school district, was cited annually for the last three years for failure to improve average yearly attendance standards to no less than 90%.

A review of the long-range plans of 13 teachers, prepared during the last school term revealed a lack of scheduled instructional activities among teachers and classes on different grade levels as a means of supporting positive student interactions. Inter-grade activities planned well in advance by teachers in the target school were generally limited to bus trips to places or events outside the

school such as visits to museums or concerts. There were also large-scale school events, such as book fairs or cake sales. These activities however, did not have teaching pupils more positive modes of interaction as the major focus. Thus, several opportunities to promote such learnings were lost each month.

Informal discussions and conversations at the end of the last term with 12 student leaders (class officers, student council representatives, etc.) held during two student meetings indicated the students' perceptions of factors in the problem which made it difficult for them to be effective (see Appendix C). The three factors noted by 11 of the 12 students were:

1. Failure of classmates to return minimal respect or appreciation for the efforts of class leaders.

2. Failure of classmates to respond to class officers outside of the classroom, or in the absence of the teacher.

3. Failure to be given real leadership opportunities, other than doing errands for the office, or being the teacher's monitor.

In summary then, the writer obtained evidence of the existence of the problem from examination of the target school's records on incidents, attendance, and enrollment, from review of teachers' planbooks, from the records of meetings, and from the questionnaire.

Causative Analysis

The causes of the problem were itemized in three major groups. The first group of causes was related to the students, their patterns of learning and behavior, and their interactions with other children

and adults. The second group was related to the faculty and other under-utilized professional resources. The third group was related to the school itself and the immediate neighborhood community, which both struggled with definitions of policy regarding the programs and practices to be followed in the school.

In the first group, the major cause of the problem was that pupils were not being taught the concepts, understandings, and skills required for positive social interaction in a systematic manner throughout the grades. Another cause of the problem was the discrepancy between the ideas of the student body and the ideas of the faculty and parent body as to the norms of acceptable behavior and the means for achieving them. A third cause related to student behavior was that pupils were not offered opportunities in an enriched curriculum to enable them to learn, practice, and polish techniques for effective personal self discipline and social relationships.

In the second group, one major cause of the problem was the mismatch of teaching styles to the needs of the students and the school. Teachers were relying on preconceptions and expectations regarding pupils' needs, capabilities, and inclinations. They subsequently erred in their planning to meet those needs on an instructional level. Another cause was that teachers failed to recognize that their previous attempts to modify antisocial pupil behaviors through traditional patterns of class and student government and school codes were almost completely ineffective. Yet another cause in this group was that staff development was concentrated on improving teachers' use of concrete materials in the teaching of basic skills.

There was little attention given to training teachers to teach pupils to use group government skills and concepts of personal integrity to encourage self-discipline and class controls. Added to this was the attendant faculty disunity caused by feelings that particular teachers in particular grades enjoyed the favoritism of administrators, and received preferential treatment in the distribution of special funding benefits.

In the third group, related to the school and neighborhood environment, two almost overwhelmingly evident possible causes were identified as the unsettled family conditions of many of the children, and the troubling neighborhood problems which were translated into the school situation. The abuse of drugs and alcohol, and the increase in homelessness, so destructive to the stability of the family and community in other cities also had a near-tragic effect on the target school and neighborhood. Should the needs of the children regarding basic skills in reading and math be given priority attention? Or should matters relating to curbing and maintaining surveillance over drug abuse be addressed and stablilized before consideration of curriculum? How could improvement in enrollment and attendance be effected when families were constantly relocated to hotels and other temporary shelters because of unsafe or unliveable conditions in their own apartment buildings? Priorities of curriculum content and time management in such circumstances were difficult to determine.

Relationship of the Problem to the Literature

A review of the literature provided the writer with important insights into the many factors that had relevance to the problem. Three of these factors included: (1) the impact of uncertain family and neighborhood environments on the behaviors which children brought to school and used in their interactions with one another; (2) the negative effect of preconceived beliefs on the interactions of teachers with students and parents, and on their instructional choices; and (3) the effect that poor patterns of organization had on the culture of the school itself and on the behaviors of its constituents.

Three other factors concerning different, but no less important aspects of the problem of improving school climate were consideration of the patterns of leadership needed to effect change, the curriculum, and parent involvement.

Pupil Behaviors

Cole, Vandercook, and Rynders (1988) addressed the matter of peer interaction in their comparative study of children at play and in a peer tutoring situation. The discussion of the problems and negativism that occurred in the more formal situations had import for more careful grooming of student leaders in school student self-government projects, as well as for better preparation of students who needed to learn how to select and support peer leadership.

A study of kindergarten pupils, (Entwisle, Alexander, Cadigan, & Pallas, 1987), found that very young children who had several years of

pre-school experience, did demonstrate cognitive gains. However, concomittant gains in socialization were not seen. This was an important factor to be considered in a self-government program in which maintaining good relationships with others was a major focus. It was clear from this study by Entwisle, et al. (1987), not only that the cognitive gains were transitory unless they were reinforced in Grade 1, but that the socialization process needed to be separately addressed if the students were to gain any strengths in this area.

Catterall (1987), in a study with at-risk adolescents, offered caveats against grouping youngsters with similar patterns of deviant behavior for remediation, guidance, or similar assistance. These young people had a tendancy to form informal negative support groups which reinforced, rather than discouraged, the deviant behaviors. The tendency of young children also to act as models for each other, either positive or negative, was noted in Sockett (1988). Educators were urged in this study to give attention to how children perceived being asked not only to make changes that were not easy for them, particularly those changes concerned with discipline or behavior, but also to understand the implications for the school's instructional programs and policies.

The work of Chapman (1988) provided insight concerning children in special education classes and others that negative behaviors were based on low self-esteem in terms of interpersonal relationships and in terms of instructional or classroom work. This pattern did not change with mainstreaming and/or with daily standard resource room supplementations, nor with the increasing age of the child. Most children received their positive ideas of self-worth and abilities from activities (sports,

listening to popular music, etc.) outside the school and classroom. This pattern lingered into high school. Chapman (1988) further urged that other researchers be mindful to use average students in their comparative groups, rather than high achievers.

Foulks and Morrow (1989) prepared a codification of those conduct patterns with which teachers could not cope. It showed that many such patterns involved a teacher-pupil confrontation, particularly with young children. Obedience and consistent listening behaviors were considered by teachers to be of paramount importance. Pupils' lack of these resulted in many children being given low marks for social development, and many children being recommended for special education. These actions were taken because of the very great variances between the patterns of behavior stubbornly maintained by children and the perception of these as defiance or school phobia by their teachers. Moreover, Cunningham and Sugawara (1988) agree in their study that teachers persisted in their pre-service demonstration of a lack of understanding of pupils' unacceptable behaviors. Teachers developed few strategies for coping and continued to blame children for acts of behavior contrary to teacher expectations.

Indeed, Cummings, Murray, and Martin (1989) in their study noted that the lack of inclusion of a variety of problem solving skills in teacher-training programs failed to reflect the need of teachers for more techniques to implement solutions to the class management problems and school government situations. This fault was particularly acute where problems were complex and not easily formulated, involving not just the self, or one or two others, but an entire class or school.

This was the case in the target school with cluster teachers who taught every class in entire student body once or twice every week.

Teacher Attitudes and Beliefs

The problem of teachers' behavior based on preconceptions was discussed in Kagan (1988) and in Elam (1989). Kagan was particularly helpful in pointing out that many teachers seemed to make curriculum choices based on limited information, precedent, and preferred routines. This same author (Kagan, 1988) included implications for improving supervisory observations of teachers in problem solving classroom conditions. Elam (1989) summarized a number of surveys of teachers' viewpoints on prevailing problems in public school, on probable causes, and on possible solutions. Related to these investigations was that of Blase (1988) in which the effect of favoritism, actual or perceived, on the faculty, student, and parent components of a school was examined.

On the other hand, the work of Copeland (1987) suggests that teachers who had clear, fair-minded perceptions of pupils' behaviors, and who had skills in classroom management, were able to accurately predict and anticipate possible areas of conflict, and intervened successfully before such conflict occurred.

Bartlett (1987) was convincing in the caution to teachers to avoid lowering academic grades because of classroom misbehavior. The belief that this practice would improve pupils' self-discipline was not only erroneous, but also, as noted by Bartlett (1987), probably illegal.

Another aspect of teacher attitude was reported by Kirby and Teddlie (1989) in their findings that there was a lack of teachers'

feeling of any need to be analytical, or to do any self-analysis of their teaching performance. These authors also felt the need for the development of more useful instruments for teachers in early childhood and upper grades, in science, physical education and other cluster subject positions or academic disciplines. In regard to attitudes concerned with their own teaching, Sykes (1988) noted the need for teachers to go beyond the level of adequate class management and ability to plan lessons. Sykes documented the need for teachers' self-examination of their own teaching styles, and for courage to permit themselves and their students to take the risks inherent in aiming and reaching for higher goals. Reyes (1989) however, pointed out that schools in which teachers were given few decision-making opportunities, suffered from low teacher commitment and low job satisfaction. This, as reported by Reyes (1989), was stronger in small districts and small schools, and was stronger for administrators than for teachers. In the target school this was borne out in that implementation of the shared decision making process was new, but examples of teacher burn-out, such as high teacher absenteeism and high annual staff turn-over, were evident and plentiful.

Another aspect of negative teacher attitudes and beliefs was reflected in the work of Bane and Ellwood (1988), regarding the view that every child, even if not poor, could expect to be in a single-parent home at some time, at least temporarily. Bane and Ellwood (1988) also noted the belief that a child of a family which was presently poor, would probably always be poor. Therefore, teachers regarded as futile the effort to educate the children in the target school as a prelude to

their escape from the unfortunate conditions of their childhood environment. This opinion was in part supported by the knowledge that, too many youngsters, who graduated from the target school, returned within a few years to enroll their own children in school, having dropped out of school soon after finishing eighth or ninth grade to join the vast numbers of other teen-aged parents on public assistance.

School Organization

Fleming and Fleming (1987) in a discussion of special education, described important research on the rights of children not only to participate in the school's decisions relevant to them, but also to be taught the skills needed to enable them to make informed contributions on their own behalf.

Further consideration of school programs which recognized the value of including students on the organizational team was found in Spaulding (1988). This work explored citizenship education in countries on five continents. Spaulding (1988) observed, "Clearly, to the degree that students participate in institutional governance, this experience has a chance of developing a sense of what democratic process is all about" (p. 13). Futhermore, Spaulding (1988) stressed the need for educators to recognize and use an interdisciplinary approach to solving problems, and to discuss real-world concerns as a regular part of the curriculum.

Support for schools which organized to take advantage of mixed-age groupings were found in the work of Mounts and Roopnarine (1987) in preschool classrooms. Children in mixed-age groups were observed to engage in higher level play, and to exhibit better peer relationships, than children in same-age groups.

The detrimental results of a "custodial orientation" (p. 37) on attitudes and behaviors of pupils, and the resulting failure of the school authorities to exert effective management over these behaviors, was compared with the more positive student behaviors observed in schools where the climate was based on more humanistic approaches, in the research by Lunenburg and Schmidt (1989). On the other hand, it should be noted that Gaddy (1988) reported uncertain findings from a study in which imposed disciplinary organizational procedures were compared with student self-determined and self-maintained patterns of behavior.

Leadership

Wirt and Christovich (1989) discussed the perceptions of school-based administrators regarding the impact of outside forces in the community on school policy such as equitable allocations of governmental grants, and on loss of job security for reasons of community pressure rather than for reasons of professional ineptitude or lack of expertise. These researchers noted the need for administrators to know how to read signs of coming change and how to focus on the persons, groups, and other forces that would likely have impact on the school leadership patterns. The administrators needed to have the ability to plan and set goals to meet the challenges directly, rather than to wait for a win/lose situation to arise over the leadership of the particular school.

The explorations of Miles, Saxl, and Lieberman (1988) served to clarify certain qualities of leadership in that these authors indicated

the importance of practical knowledge, of knowing how to do, as well as what to do, particularly when attempting to build a basis for trust and confidence with other adults. Eicholtz (1984) also discussed this point in noting the importance of "visibility" (p. 22) in a leader.

More useful, however, was the discussion by Blase (1987) of teachers' perception of leadership. Blase's work revealed that the qualities of leadership were readily recognized and appreciated when a principal or other school leader displayed knowledgeability while working directly with children in the classroom. According to Blase (1987), teachers also identified a leader as one who was clear about goals, was capable of sharing power, and was alert to the importance of acknowledging the contributions of constituents. Small and Young (1988) contributed a corollary in that teachers were more likely to join efforts to improve curriculum when they participated in the process of determining and selecting among options. Fahy (1985) recommended this procedure also, noting the need for teachers to be integrated into the process of instructional change, not just relegated to implementing the ideas of others. Bearing on the point, Parkay, Greenwood, Olejnik, and Proller (1988) noted that teachers' feelings of powerlessness increased chances of anxiety related to the teaching task and to their perceived loss of effectiveness.

Conley and Bachrach (1990) provided needed insight into the phenomenon of school-based management/shared decision making which had considerable impact on the leadership style in the target school during the implementation period of this practicum. These authors noted that few teachers were prepared to accept both day-to-day and long-range

decisions based on goals rather than on procedures. This attitude was also reflected, according to Conley and Bachrach (1990) in student-level decision making efforts. Furthermore, few teachers were prepared to give the time for this style of shared management rather than seeking or choosing textbook solutions. Leithwood and Stager (1989) also reported the tendency of staff to bring unrelated matters into problem-solving situations, to concentrate on problems rather than on achievements, and to emphasize emotional and psychological needs rather than intellectural security based on solid information and fact. Finally, Anderson (1990) recorded that administrative sanctions for school programs are subtly sought, even if more openly rejected. Anderson observed that good administrators recognized this pattern as one aspect of implementing and maintaining power over change. Conley (1988) noted the need for improved attention to the lack of teacher training based on sharing responsibility for decisions on realistic understanding that the willing assumption of responsibility for those decisions was at the heart of establishing and confirming the leadership role. It needed to be recognized that the leadership prccess was not just "spinning wheels " or "re-inventing the wheel".

Curriculum

Mehlinger (1988) discussed a number of reasons for the failure of the social studies curriculum as it related to the teaching of citizenship. The most damaging, according to Mehlinger, was the lack of opportunities for students to apply their knowledge to "real-life experiences within the school and community" (p. 206).

In terms of curriculum, Ponzetti and Schlichting (1989) cited the hesitancy of educators to become involved in the teaching of self-disciplinary curriculum because they had not been sufficiently trained in methodology to do this, and because of the perception that such material, which often included questions of values or ethics, approached religious or philosophical indoctrination. On the other hand, Pritchard (1988) offered findings to indicate that teachers had to provide role models of exemplary character, and needed to actively communicate to students criteria for value-oriented choices. Pritchard rejected the possibility that teachers should remain silent, or neutral in preference to helping students understand and appreciate the value of personal integrity and strong character.

The work of Arcus (1980, 1987) centered on the opinion that the teaching of moral values was to be shared with the home, with the viewpoint of the family predominant in setting the precedents, content, and conditions for this instruction. However, in work on the direct teaching of moral values, other researchers (Prentice, Mueller, & Golab, 1989) noted that when such teaching depended on recall for translation of learnings to new situations, it was relatively uncertain as to effectiveness.

Another study decried the district-level policy of designating only a limited amount of time and content to be given to teacher training to promote real decision-making skills in curriculum content matters and in setting district-level subject area goals (Floden et al., 1988). This same report pointed out the lack of teacher regard for district curriculum policy. It was not to be taken seriously because of the

possibility and probability of conflict of interest involving at times, agreements with school book publishers and/or distributors.

Delpitt (1988) made the point that there were world-wide concerns for setting policy on educational and instructional matters based on the beliefs or values of a particular society, including individual freedoms and rights. Delpitt comments on the three-way discussion among the parents and family, the school, and the society on the problem of deciding school programs for the benefit of the child.

A recurring complaint of the faculty in the target school is reflected in the work of Beck and McKeown (1988) in their review of the lack of adequate materials on such topics as the American Revolution in a variety of textbooks. This lack of adequate treatment is repeated at the target school and others in the dearth of appropriate elementary text materials related to the development of our government under The Constitution and our system of constitutional law. Somewhat related to this was the study of students' knowledge of place names at varying levels of elementary school which concluded that the "relevance of the elementary social studies curriculum is open to debate..." (Herman, Hawkins, Barron, & Berryman, 1988). Most notable of all, perhaps, was the failure of teachers to utilize the citizenship curriculum guide (Mitchell, 1984) readily available to them.

Parent Involvement

The extent of parent involvement was dependent upon certain factors as discussed in Hoover-Dempsey, Bassler, and Brissie (1987). These

factors included building site location, the socio-economic status of the community and the parents, and the grade level of the children in the family. These researchers also found significant improvement in parent involvement in schools with specific activities or functions for parents, and in schools which enlisted the direct influence of teachers in encouraging parents to become involved in the work of the school.

The impact of parent involvement on the progress of a school and on the decisions of principals and local superintendents was reported by Payne (1988). In fact, Payne suggested that parents may have exerted more influence on school operations that was generally conceded.

Jennings (1989) concluded that parents on a school advisory council should typify all segments of the pupil population. However, in the target school, most of the active parents represented the early childhood grades; few parents of children in upper grades regularly attended meetings or became involved in the affairs of the school. Indeed, there was only one parent of a a child in a class for learning disabled children to represent the entire special education component. Jennings (1989) also noted that the school needed to set fair shared decision-making procedures to maintain a balance of powers between the school supervisors in setting policies for the school, and the parents in having an appropriate influence on those policies. This case had little relevance in the target school, where teacher demands still dominated, where the principal was still in charge, and where few parents had the time or the inclination for heavy involvement.

Failure to realize and capitalize on grandparents as the carriers of culture in the school was the focus of work by Strom (1988). Strom

found that teachers who regarded parents with hostility for whatever reason, had more respect for grandparents. These older people frequently could communicate to their own children (the parents of the pupils) more effectively than the school personnel.

Finally, Portes, Dunham, King, and Kidwell (1988) in their study stressed the need for improving parent-child relationships. The school could no longer take for granted that all parent-child interactions were beneficial. Furthermore, these authors pointed out the need to strengthen the parent's position as initiator of positive interaction with their own children, rather than to relegate the parent to the role of intervener of last resort whenever the possibility of academic or social failure arose.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

It was projected that this practicum would focus on two areas, which when fully addressed, would assist in the solution of the problem. Firstly, students would gain skills in citizenship needed to interact positively with classmates and school-based adults. Secondly, school personnel and parents would to apply constituational principles to the design and operation of the school instructional program, and to their relationships with the children and with each other.

The first general goal projected for this practicum was that students in grades K-6 who participated in the project would choose to use practices from their studies of law, government, political science, and citizenship to direct their personal behaviors and group interactions. Practices would include the use of modified parliamentary procedure, informal or round-table discussion, formal debate, town meeting or assembly, policy platform, party system, caucus, and representative student government.

The second general goal projected for this practicum was that faculty and parents in the subject school who participated in the project would choose options based on due process and human rights in the conduct of the instructional program and the home support services for pupils, and in their interactions with other adults in the school and neighborhood school-related community. Options included, but were not limited to: informed advocacy, appropriate exercise of authority, and acknowledgement of responsibilites inherent in the preparation and

implementation of school-based contracts.

Behavioral Expectations

This practicum was designed to meet the following specific objective, to fulfill the following behavioral expectations and to attain the following end results:

1. The first specific objective was to reduce the number of students cited in reports for a variety of infractions of school behavioral standards over the course of the project to fewer than 100 as determined by pre- and post-practicum records.
2. The second specific objective was to insure that 15 teachers would regularly plan for the teaching and practice of skills in class interpersonal relationships and pupils personal self-management as determined by the preparation and the presentation of regularly scheduled lessons on these topics.
3. The third specific objective was that pupils in 14 classes kindergarten through grade six would exhibit positive responses to the improved school climate as determined by reviewing students' writing folders for written demonstration of increased awareness and appreciation of improvements in the school atmosphere by 350 students.

Measurement of Objectives

Evaluation Tools

The following materials and activities were to be used as instruments of assessment:

1. A comparison was to be made of the number of children reported

for excessive absence and tardiness, disruptive behavior, loitering in corridors, fighting, etc., at the end of implementation with the number recorded earlier in the project.

2. Teachers planbooks were to be reviewed weekly to determine the number and variety of appropriate classroom activities specifically planned to promote positive interaction among individual pupils, between classes, and between grade levels in the target school.
3. Pupils' special expressional writing work folders, including a short-answer questionnaire, were to be collected and reviewed for evidence of the development of pupils' attitudes in self-esteem, in regard for the rights of peers, teachers, and parents, and in appreciation of their role in the betterment of the school atmosphere.

Standards of Achievement

The accomplishment of the behavioral objectives was to be measured as follows:

1. There was to be a fifty percent decrease in the number of reported incidents of student misconduct at all grade levels.
2. Teachers were to increase the number of lessons in interpersonal relationships up to the level of a daily lesson on the topic, planned and carried out by each participating teacher; this was to be achieved by the midpoint date of the project and continued thereafter.
3. Positive pupil responses to improvements in school climate

were to increase up to a level of ninety percent by the midpoint of the project duration and continue at least at that level thereafter.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Several suggestions for improvement in the climate of the target school came from a variety of sources including past and present practices in the target school, suggestions of teachers, parents, and others in the local school district community, and from the experience and insight of the writer. A review of the literature, however, enabled the writer to understand the more serious faults of each of these ideas.

There was, firstly, the description by Petty (1989) of success experienced by teachers who used a team approach to discourage and deter acting-out youngsters. Petty described a school in which teachers practiced in teams to confront children who had become overly aggressive, and restrained them physically, if necessary, from continuing hostile behavior. This type of activity would be totally out of place in the target school situation. Not only would teachers who engaged in such acts be censured by the local school authorities, but they would also undoubtedly have faced dismissal from their positions, loss of their teaching licenses, and perhaps, even indictment. In addition, as O'Hanlon (1986) described, it was incumbent upon members of the educational community to report instances of child abuse, which the practices described above appear to approach. The program developed at the target school for this practicum involved careful adherence to principles of justice and due process. Neither children nor teachers would have been guided in the use of these principles if such methods as those described in Petty (1989) had been endorsed.

A second idea which had success elsewhere was reported by Lasley (1989). The suggestion involved the use of extrinsic incentives for younger children, one-on-one interactions between teacher and student with older children, and when necessary, group problem-solving. Although variations of these types of pupil controls had been used in the target school, particularly in the behavioral modification techniques used in the special education classes, the writer regarded these suggestions to have but limited value in the practicum design. These methods necessitated both brief but frequent meetings between the teacher and individual students, and the use of after-school detention as a deterrant for unwanted behavior. It was more useful to select practicum materials which helped pupils to become intrinsically motivated and responsibly self-governed, rather than continually dependent for controls on the authority of the teacher, however benign. Finally, the group problem-solving suggestion could easily have been misdirected into becoming a "kangaroo court", particularly when misused to exert peer pressure on pupils who had problems with school regulations.

Description of Selected Solution Introduction

The solution selected to improve the climate at the target school consisted of a three-pronged children's instructional workshop program in citizenship designed and conducted by the writer, in which the writer acted as special classroom instructor in direct interaction with pupils and teachers.

In this three-part program, the first set of citizenship activities

utilized role-play and interactive video/computer material centered on helping children explore the processes of problem-solving and decision-making. Emphasis was placed on identifying options, on understanding one's motivations for a particular action, and on projecting possible consequences of one's actions. Implementation of this first set of activities was smoothly incorporated into the on-going school program because appropriate materials on the subject of citizenship (videotapes, computer software, role-play activities) were already on hand in the target school (see Appendix D). This solution, was supported by Boulding (1988) who offered encouragement for programs which utilized pupils imagination and mental play. Boulding (1988) explained that such programs helped pupils to extend their awareness of diversity beyond the local community, and helped them invent solutions for questions which were beyond their scope to resolve at present, but which would require their direct attention in their adult years.

In the second part of this three-part citizenship project, the writer instituted a school-wide government program which utilized the behavioral standards incorporated into a school constitution (see Appendix E), and into class charters (see Appendix F). The writer actively encouraged school-wide involvement in the writing, ratification, and utilization of a school code based on constitutional principles, as supported by class charters reflecting appropriate grade level expectations in personal, class, school and civic responsibilites. This solution was supported by work on administrative values (particularly those involving human relationships) by Kasten and Ashbaugh (1988), by the comparative study of Hamilton, Blumenfeld, Akoh,

and Miura (1989) on the influence of studies in civic responsibilities on academic achievement in schools in the United States and Japan. Also useful was the work by Curwin and Mendler (1988) on school and classroom contracts. These activities were easily incorporated into the practicum because the technique of having pupils formulate simplified class codes of behavior at the beginning of each school year had long been traditional in the target school, and could be readily extended to enabling pupils to prepare and use weightier documents in a more serious manner.

In the third part of the practicum, the writer instituted a round-table discussion program in which pupils explored and clarified their own understandings about community issues, and learned to appreciate the opinions of others concerning topics of mutual powerful interest. This solution was suggested, in part, by Johnson and Johnson (1988) in their report of a formalized discussion program at the secondary school level. Delpitt (1988) offered other suggestions, and some caveats, for the conduct of such forums by teachers, guidance counselors, and family workers. Again, this phase of the practicum was readily implemented because appropriate materials (filmstrips and videotapes) for use in grooming elementary level students in parliamentary procedure and other discussion and open forum techniques were already on hand in the target school (see Appendix D).

To sum up, the success of this practicum was based on the writer's use of direct teaching to effect positive change in the school climate by improving pupils' ability to extend special workshop learnings about self-direction, citizenship, and group government to the reality of

living and working with peers and faculty in the actual school setting. The writer worked directly with pupils in the workshops, thus providing continuity of instruction for the children. This mode of instruction also enabled the writer to serve as a model for teachers to follow in their own classrooms. Perkins and Salomon (1989) confirmed the need for clear connections to be made by the teacher in order to promote effective use of learnings in more than one particular situation. Ennis (1989), in a discussion of the teaching of critical thinking, was helpful in clarifying the idea of specifically teaching to the problem in order to insure carry-over into practical use. Indeed, there was the clear caution that the teaching of thinking skills alone, without pointed reference to application, would be of little value in actual situations (Ennis, 1989). In addition, the importance of supplying the learner with sufficient relevant material on which to base opinions and decisions was also emphasized by Ennis (1989), and was of major importance in preparing the format of the student workshop activities for this practicum.

Self Government and Small Group Government

In the first phase of the three-part project, the writer instituted a high-interest program involving role-play activities and interactive computer/video material. It was expected that these activities and materials would be of maximum interest to youngsters, would stimulate pupils to explore their motivations for selected situational reactions and responses, and would lead to their serious reflection on the possible consequences of those reactions and responses. This solution was suggested in part by Shannon, Ksameenui, and Baumann (1988) in their

description of a similar program utilizing fables, and in part by the work of Ross (1988) utilizing decision-making problems. More useful, however, was the report by Torrance and Wright (1987) on the specific skill needed by role-players to enable them to more fully identify with the characters they enacted. The use of role-play helped the writer to encourage student participants to use reading in order to continue to be part of the group. This activity was supported by the views of Wells (1990) who saw reading as important to the development of social skills and power in group situations because of the reader's increased respect and desire for thought. Furthermore, the use of role-play in the student workshops was in part supported by the observation of Walberg (1990), who believed that the practice of teaching positive social interaction to small groups not only improved their work as a team, but also improved the ability of each individual in the team to be more thoughtful about the use of personal resources for the support of the team effort. Johnson and Johnson (1989/1990) and Chafel and Bahr (1988) presented evidence from their work to show that such learnings and preactice of collaboration within a small, creative group was a necessary personal skill for future contentment in family and other informal social groups.

This observation was a telling point since the school was bending the efforts of the faculty to begin to use school-based management and shared decision-making procedures in the governance of the school. The difficulties of this task, as noted in Swanson (1989), were yet to be assessed, but the impact of the citizenship studies on pupils' ability to commit themselves to more positive self-governance was immediate.

A last note may be made on the writer's direct work with the students in the workshop group. An explanation of the students' eagerness to interact with often difficult material may be found in Pogrow (1990) who studied the phenomenon of young children attacking advanced material under the guidance of a trusted and respected teacher. Waxman (1989) also touched on the effects that pupils' positive perceptions of teachers may have on learning gains. Finally, the work of the leadership group on real issues, such as the removal of the Department of Sanitation dumpsters from the school yard, and participation in the United States Census campaign, were indications of the significance of the belief (Strong et al., 1990) that "workshops are not reality" (p. 28). That is, the children wanted to do more than just meet and talk; they were eager to learn from the writer how to attack real problems with real solutions.

Support was found in Wedman and Ragan (1989) for the use of video and computer materials based on their intense motivational impact on children. Piel and Baller (1986) presented convincing argument for the use of computer games with quite young children not only to entertain, but also to enhance learnings of skills and concepts. Such concepts included that of learning to use non-competitive computer games to generate ideas for collaborative problem solving (Bright, 1988). Mayer (1989) warned of the need to make clear those problem solving skills which the writer expected pupils to transfer from simulations to actual situations. This was especially important with deeply absorbing role-play or computer-based simulations, which, as Foster (1984) noted, promoted pupil involvement with the material similar to that found

with good books. Young (1984) pointed out that this type of immersion in electronic software by students is likely to be a necessary learning practice in future years. Additionally, since the focus of the practicum was the exercise of respect for the persons and properties of others, it was most appropriate also to encourage pupils to appreciate copyright restrictions concerning videotapes and computer software as discussed in Lindsey (1984), and in Troost (1985).

The writer agreed with Bright and Harvey (1984) and with Bork (1988) that the choice of software for instructional use required careful examination of the stated educational goals of the manufacturer. Smith and Lehman (1988) corraborated the writer's conviction that students could productively share computer time; that there did not need to be a one-to-one computer/pupil ratio.

Class Government and Citizenship Activities

The second important student activity to be conducted under the direction of the writer in order to improve school climate was that of training and supporting class officers in their task of preparing and using student-designed class charters. This activity involved the close interaction of groups of students for the purpose of on-going class governance, and required attention to ensuring that the selected student leaders could work effectively. It was important for the writer to recall the findings of Lucas and Borders (1987) in which children were observed to display more competent speaking and listening skills when permitted to engage in discussion alone with their peers. The observations of Engelhard and Monsaas (1989) in their work with children in academic situations, had implications for maintaining the

cooperative, supportive atmosphere in the classroom in both the open-discussion, class meeting type of activity, as well as in the more structured, subject-oriented type of lesson. Certain problems involved in the maintenance of this setting were included in the report of Neumann and Finaly (1989) describing their work with Israeli undergraduates. In this work, strategies were developed for preserving decisions and applying them to later situations; these findings were useful for practicum consideration in enabling pupils to understand how precedent can influence decisions.

Nevertheless, as was pointed out by Engelhard and Monsaas (1989), there was clearly much to be gained by fostering cooperative behaviors and attitudes, particularly among the more academically able students. According to Engelhard and Monsaas (1989), such students tended to view their work in school as a series of contests rather than as opportunities for cooperative effort with their classmates. Vermette (1988) also described work with groups which were cooperative in nature, and which benefitted from active intervention by the teacher in setting the goals and in insuring that the hard questions were presented to the student group.

School-wide Citizenship Activities

The third major cluster of activities in this practicum centered on the development of spoken and written powers of communication and persuasion, not only in small groups, but also, specifically, in large-audience group forums, panels, debates, and media presentations. The background for this emphasis was provided in large part by the work of

Kurth-Schai (1988), in which was expressed the need to help children explore serious problems from various points of view, including those which were unpopular or in opposition to prevailing opinion. This researcher stressed that this exploration should occur in settings which were conducive to promoting both individual self-esteem and positive group interaction.

Development of pupils' abilities to participate in citizenship-oriented activities, such as round-table discussions, required attention to improving pupils' questioning skills as described in Dillon (1988). Although Dillon was concerned with pupils' questions in classroom situations, the points raised as to the methodology for teaching pupils to ask relevant, probing questions were applicable to larger group situations used during practicum implementation, including town-meeting types of school assemblies and modified versions of formally conducted meetings and debates.

As to the content of these forums, Ratcliff (1987) suggested a focus on historical problems, again emphasizing teaching students to pose questions which would probe through to every part of a problem, and which would in turn offer directions to a lasting solution. Pratte (1988) also offered strong support for using large and small group discussion, as well as role-play to explore citizenship studies from the historical perspective. C. W. Avery and Simpson (1987) and K. B. Avery and Simpson (1987) presented two other suggestions for the content of the forums. These included consideration of students' rights to privacy and due process, and consideration of restrictions on student publications. Added to this was the content suggested by Bjorklun

(1988) which centered on teaching about juvenile justice. Bjorklun (1988) urged full coverage of this topic, not only treating young people in the roles of victims or perpetrators, but also as interested, informed, participating, and contributing citizens in the judicial system.

Butts (1988) discussed many of the elements of citizenship already noted, and stressed the importance of the study of equality, patriotism, freedom, and human rights. This discussion of Butts (1988) was useful to the writer in formulating the justifications, other than those in the curriculum (Mitchell, 1982), to faculty and students for the study and preparation of both the United States Constitution and the school constitution, bill of rights, and class charters.

The fact that activities in this part of the practicum work dealt in part with developing pupils' abilities to maintain records of meetings and discussions, was supported by the report of Kobasigawa, Chouinard, and Dufresne (1988). These researchers described success in a study in which fourth and eight graders were taught advanced level note-taking skills. As noted by Kobasigawa, Chouinard, and Dufresne (1988), an important part of this success was attributed to the opportunities students had to refer to or otherwise use their notes for oral or written reports and for contributions to the work of committees and other small groups. Students who had opportunities of this nature tended to have good opinions about the note-taking process, and to be confident about their ability to use their notes to offer important contributions in these situations.

Improvement of self-esteem, particularly through encouragement of

children's writing at home by parents and family, was also noted in the work of Shook, Marrion, and Ollila (1989). From the work of these researchers, the writer gained insight into the need to promote activities from which young children could gain respect for the writing process by observing adult role-models engaged in writing activities, and by receiving written responses from others, either through the postal services, or through newsletters, or other forms of printed correspondence and communication.

Furthermore, Kurth-Schai (1988) was particularly struck by the effect of positive adult response to children's ideas, opinions, and to their feelings of self-worth and competence. Thus, communication by children for personal expression, for clarification of independent thought and opinion, and for effective "feedback" (p. 56) to others, both peers and adults, was of clear importance in the conclusions made by Kurth-Schai (1988), and was reflected in the citizenship-oriented speaking and writing activities provided for children by the writer during practicum implementation.

Summary

In summary, the main thrust of this practicum was the improvement of the school climate through student study and practice of good citizenship. The sources noted above confirmed the writer's conviction that the study and practice of citizenship by pupils be three-pronged, including activities related to the development of a positive self-concept, to productive work within a small group, and to the contribution of student talent and good ideas to the larger school community.

Report of Action Taken

General Overview of Action Taken

Information concerning student attendance, class registration, and faculty assignments was collected from administrative files to determine the students and faculty who were to be included in the implementation phase of the project (see Table 5).

Table 5

Expected Numbers of Faculty and Student Participants

Grade Level	Teachers	Classes	Pupils
K-2	3	3	60
3-4	4	4	130
5-6	3	3	95
Special Education	4	4	65
Cluster Assignment	1	-	--
Totals	15	14	350

Note. Special Education classes were vertically grouped with pupils ranging from Grade 3 or 4 to Grade 5 or 6 in each class. The cluster teacher did not have any official class assignment; this teacher worked with each class once or twice weekly.

After informal consultation with selected student leaders, with teachers in grades 3-6 under direct supervision of the writer, with the school principal and other faculty leaders, the writer was able to acertain the optimum times for conducting the workshops for the children. School time was tightly scheduled for teachers' preparation periods, for regular faculty conferences, and for teacher workshops conducted during school hours. Children were reluctant to miss highly favored learning activities, such as physical education or computers, in order to attend citizenship workshops, however interesting or appealing. In like manner, teachers were hesitant to release children from important reading, math, and other major class lessons and activities. Also teachers were resistant to giving up their own preparation periods in order to audit the student meetings or to be briefed by the writer on the activities and experiences of the children attending the workshops. Attention to these factors by the writer resulted in a loosely structured schedule for pupils' citizenship workshops and meetings.

The principal of the target school approved the writer's intention to schedule monthly major school-wide citizenship events for students. The details of these events, as prepared by the writer, are included in Appendix G. In addition, the principal approved the writer's choices of citizenship, class government, and personal self-management topics for discussions led by the writer at faculty conferences (see Appendix H). Most importantly, the principal arranged for exclusive use by the writer of an unassigned classroom. This space, named "The Government Room" by the pupils, was used for student meetings and workshops (see Appendix I), for display of student writings, and for preparation of materials,

such as video and audio tape recordings, for use during the practicum implementation.

Although general checklists previously prepared by the writer were on hand in the school for evaluation of teacher planbooks and for formal lesson observations, the writer prepared a special checklist for notation of specific learning activities directly or indirectly related to citizenship studies (see Appendix J). Brief questionnaires were also designed by the writer to be used by both faculty and students to assess the meetings, conferences, workshops, and other events conducted by the writer (see Appendix K). This instrument was also used to plan succeeding events in the project.

As noted previously, a variety of appropriate instructional materials, prepared commercially or by the curriculum division of the Board of Education and already on hand in the school, was collected by the writer for use in classroom lessons with pupils, in staff development sessions, and at conferences with teachers (see Appendix D). Additionally, a number of other original materials designed expressly for use with the target school students as desk work, as computer software, and as video role-play motivators, were created, written, prepared, and assembled by the writer.

Detailed Description of Action Taken

Conferences. The writer began practicum implementation by conducting conferences with teachers and student leaders. It was expected that at least eight conferences would be scheduled during the first four weeks of implementation, one for each grade level (K-6), plus one for the

special education classes. These eight conferences were held as planned, followed by no less than one faculty conference and three student leadership workshops or meetings per month for the remainder of the practicum implementation period.

The writer designed a worksheet that was distributed to faculty participants and used as the basis for discussion during each of these conferences. The conferences focused on presentation of an overview of principles of government and law, on the adaptation and application of those principles to class management and personal conduct codes, and on the formulation of provisional class charters. A presentation was made by the writer at monthly faculty meetings and at scheduled grade level faculty conferences on the topic of citizenship and on setting priorities for class government. Notes of the material presented by the writer at faculty meetings are collected in Appendix H.

Workshops for children. The major focus of the ten workshops conducted by the writer for student leaders was on self-management and exercise of leadership potential. Role-play and writing in personal journals were two major activities during these sessions (see Appendix I). Most of these student meetings were held in the special student government room; others were held in the principals's office.

Classroom meetings were conducted by the class officers depending on the quality of involvement of the particular classroom teacher. As each class prepared its class charter and began to share its content with other classes in the school, similar concerns throughout the school began to emerge and to receive attention as related to on-going problems

in the school. These concerns became the group of problems to which solutions were proposed, investigated, tried, and evaluated by students during the course of this practicum. The numbers of children attending each meeting and workshop are noted in Table 6.

Table 6

Numbers of Student Leaders Attending Citizenship Workshops

Grade Level:	K-2	3-4	5-6	Special Education	Total
1st Month	5	11	10	6	32
2nd Month	8	12	12	7	39
3rd Month	8	14	12	6	40
4th Month	10	14	13	8	45
5th Month	8	18	14	7	47
6th Month	8	16	15	7	47
7th Month	9	16	14	7	46
8th Month	9	17	15	8	49
Number of different individuals attending over the 8-month period	12	26	18	11	67

Note. An average of two workshops were held each month. There was an average of two classes on each grade, with six Special Education classes. The number of officers varied per class, with an average of three major officers per class.

Major school-wide citizenship events. The principal school-wide event was the preliminary ratification of the school constitution. This assembly was of great interest to the students and occupied their attention throughout. The preliminary ratification vote was in the affirmative. Final ratification was to be completed after a two-year trial period.

In addition to the preparation of the school constitution, there were four other major school-wide events which were undertaken and supported as integral parts of this practicum. The first of these was the focus on African-Americans in government, politics, and the law during Black History Month. The officers of the Student Advisory Council and the class presidents and vice-presidents welcomed four prominent members of city government and of the state bar when they visited the school to address four student assemblies. Another important event was the observance of Law Day on May 1, for which an Assistant District Attorney was guest speaker at the student assembly conducted by the student leadership participants with the guidance of the writer. The final large-scale event related to the practicum was a year-end debate on the question of whether or not the members of the school community were learning to respect each other. The results of the debate, both from the official judges and from the straw poll taken in the audience, was a one-point vote in favor of the question. Serious consideration was given to the student request for a recount; even more serious consideration was given to improving the opinion of the student body concerning the arguments on the question as presented by the student speakers during the debate.

In addition to these major events, there were a number of short-term projects which also engaged the attention of the student workshop groups. One of these was the attention given to the nation-wide focus on the bicentennial observance of the Bill of Rights, the first ten Amendments to the United States Constitution. The second was the campaign to encourage all citizens and residents in the United States to cooperate with the filing of the United States Census on April 1.

Of more immediate import, the student leadership groups gave several weeks' attention to a school-wide poster campaign against graffiti on the schoolyard walls. Additionally, a request for official assistance was requested by the student leaders from their congressional district United States Representative in their efforts to effect the removal of unsightly trash dumpsters from the school yard. The students planned to prepare a petition on this matter, signed by many students, to be delivered to the Congressman's office in Washington, D. C. by the members of the graduating class on their annual class trip to the nation's capital city.

Finally, the practicum implementation concluded with evaluation by all participants, and with recognition of student leadership achievers at the close of the school year. The evaluation form (see Appendix K) was designed by the writer in response to the suggestion of Glasser (1990), in that participants were asked to reflect on their perceptions of gains in the level of excellence both in the nature of the work they produced and in the style of their involvement.

Closure Procedures. Collection and review of materials and activities related to exercise of pupil leadership in the development of positive

interactions in classrooms and to student journals was conducted by the writer informally according to the suggestions of Chafel and Bahr (1988) in their work with young children in social situations. This practice was also followed by informally observing the increased interactions of a more supportive nature among pupils as improving over the time of the practicum.

Practicum implementation was completed in mid-June of 1990. The writer prepared and submitted the practicum report in late June of 1990.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The general goal for this practicum included two distinct parts. First, students who participated in the project would choose to use practices from their studies of law, government, political science, and citizenship to direct their personal behaviors and group interactions. Second, faculty and parents who participated in the project would choose options based on due process and human rights in the instructional program, in the home support services, and in their interactions with other adults in the school and community. The goal was met.

The specific objectives and standards included the following:

1. The number of students reported for behavioral problems was to be reduced to fewer than 100. In actuality, the number of reportable student incidents over the course of the practicum was reduced to 22. One explanation for this result, which well surpassed expectation, could be that, through the citizenship experiences they shared during implementation of this practicum, pupils learned and used better methods of interpersonal communications in order to reduce friction between individuals.

The importance of the videotaped role-play activities, particularly those based on actual school incidents, such as name-calling or tattling, was evident. The findings of English (1988), whose work concerned constructs of reality in the use of still photography, were applicable here. Following their thorough discussion

of a videotaped role-play topic, children in the target school successfully translated the simulated role-play problems into actual resolutions of those problems. Furthermore, if one of the student leaders, through negative behavior, precipitated a situation for role-play, and then actively participated in the simulation of the incident, accepting with good spirit the comments and critiques of other student leaders, that child was not involved thereafter in other serious negative behaviors throughout the rest of practicum implementation period. Indeed a number of children, who had once been cited for negative behavior, became seasoned role-play participants. They were unfailingly supportive and appreciative of the efforts of other children in the group to solve interpersonal problems promptly and fairly.

The impact of technology on behavior was also apparent in pupils' use of citizenship computer programs. Trollip and Alessi (1988) attested to the effectiveness of computer work for instruction in difficult subject material related to math, and for intruction on matters difficult to provide in reality, such as science experiments requiring extensive laboratory facilities or equipment. These findings were related to the experiences of the writer in that computer work enabled the student leaders to increase their understandings of the difficult language and conceptual material in their studies of the Constitution, the Bill of Rights, and the functions of government. Furthermore, the children used computer programs designed by the writer to observe and evaluate the results of selected behaviors and solutions to problems as projected over computer-driven simulations of the

passage of time or a change in location. These pupils were then eager to revise, adapt, and otherwise refine their selections in order to achieve even more beneficial results. It would have been nearly impossible to provide real experiences for children involving the passage of months or years, the relocation of the program user to other sites, or activities such as organizing a program to build housing for the city's homeless people. The students also gained insights from other programs designed by the writer to help students explore the outcomes of selected personal actions in interpersonal situations, such as confrontations with classmates, teachers, and parents. Children observed and evaluated the results of their selected solutions on situations of a controversial nature, such as name-calling, and on situations somewhat less critical, such as negotiating the best time to do homework.

Thus, children had the opportunity to manipulate the benefits and penalties inherent in the solutions to various school and personal problems through role-play and computer simulations. These activities helped almost all pupils in the target school, whether or not they were included in the student leadership training, to deal more effectively with actual situations with classmates, and this improved skill was reflected in the dramatic decrease in reported incidents.

2. A total of 15 teachers were to regularly plan for the teaching and practice of skills in students' personal and group self-management. Inspection of planbooks and informal observation of teacher-initiated classroom activities in citizenship revealed that 16 teachers (out of a possible 24) included daily attention to the teaching of citizenship,

government, or related current events. The entire faculty of 24 teachers, including special education and cluster (teacher of special subjects, such as art, computers, etc.) teachers included at least one weekly lesson in citizenship throughout the time of practicum implementation. This was an indication that the work of the writer in presenting an on-going curriculum program of citizenship instruction for teachers in the form of faculty conferences was successful in increasing their incentive to use these materials and ideas in their own classrooms.

The writer provided teachers with a number of appropriate incentives to encourage their planning for instruction in citizenship. Firstly, an important part of the direct supervision offered to teachers by the writer in the role of school supervisor, was to suggest pivotal questions for use in directing the progress of classroom lessons in self government. These questions were similar to those used to structure the faculty conference notes. This method of using pointed questions directly aimed at eliciting precisely the responses desired is described in Dantonio and Paradise (1988), in their study of the style of questioning used by secondary school student teachers.

Secondly, teachers were encouraged to examine their own teaching practices and preconceptions. Wedman, Mahlios, and Whitfield (1989) found that this type of professional self-assessment was useful in helping the student and cooperating teachers they studied to examine the impact of their teaching methodology on the class atmosphere and environment and on the behaviors of individual students. Wedman, Mahlios, and Whitfied (1989) used this technique also to encourage both

new and experienced teachers to examine the impact of their style of teaching on their own personal, professional and civic values.

Thirdly, teachers learned to appreciate the relationship of the citizenship curriculum to their overall planning for improved class management and subject area scheduling. Mamchur (1990) reported that secondary teachers, who offered choices to their students, noted gains in student self-esteem and confidence. Similarly, the teachers in the target school found that offering pupils real opportunities to choose appropriate modes of self-management has made important and positive differences in the students' abilities to cope with content, and in with pupils' improved attitudes toward the school, their teachers, and their classmates.

Finally, teachers cooperated with the program of instructional planning in citizenship because of their commitment to related school and citywide concerns, such as improvement in pupil attendance. This kind of perspective was supported by Vickery (1990), whose own program was aimed at closing the gap between teaching practice and district goals.

Thus, the writer's success in providing teachers with opportunities to advance their own professional competence, to improve class management and climate, and to maintain attention to other important school concerns, accounted for the full participation of all faculty in this practicum program in citizenship education.

3. Pupils in 14 classes K-6 (a total of approximately 350 children) were to exhibit positive responses to the improved school climate through written expressions of their awareness of the

improvements in the school atmosphere. Periodic review of children's writing folders, follow-up informal interviews with student leaders (see Appendix C), and comparison of responses to the questionnaire (see Appendix A, also used at the start of the project) at the end of the practicum implementation period, revealed that pupils in 16 classes (over 370 children K-6, including six special education classes) were not only aware and appreciative of the improvement in the classrooms, hallways, lunchroom and recess areas, but also of the decrease in fighting and other threatening pupil behaviors, of the need for cooperation with their own class officers, and of the increase in positive faculty responses to the actions of the Students Advisory Council as exercised on behalf of all youngsters inthe school.

The importance of writing to the success of this citizenship practicum was clearly evident. Making regular entries in their student journals was only one writing activity in which students manifested their belief that the application of principles of citizenship resulted in improvement in the school. Examination of student letters, speeches, and position papers throughout the practicum revealed to the writer much the same positive student reactions as described by Stotsky (1990) in regard to her work with elementary age students engaged in a program of civics-related writing and reading activities.

Furthermore, the writer was aware that the children's strong belief in their inability to improve or change the conditions in the school would be difficult to overcome without very clear indications that everyone in the school was actively applying solutions which were truly feasible, were in use throughout the school, and were fully

supported by the faculty and the principal of the school. This typical behavior of schoolage children to maintain points of view in opposition to clear evidence to the contrary, is in agreement with the findings of Watson and Konicek (1990) in their report of a fourth grade class struggles to reconcile their predictions with their observations during a particular science experiment. The children in the target school demonstrated through their writing that they were convinced of improvements in the climate of the school, of gains in their own interpersonal relationships and social skills, and of their own contributions to the success of these citizenship activities.

The implementation of this practicum was entirely successful as shown in the comparision of projections and results in Table 7.

Table 7

Comparison of Projected Standards with Actual Results

Projected Standards	Actual Result	Standard Met
1. 50% decrease in reported student behavioral incidents	Pre-practicum count= 100+ Post-practicum count= 25-	Yes
2. Daily citizenship lessons presented by 15 teachers	Daily citizenship lessons presented by 16 teachers.	Yes
3. Written appreciation of improved climate by 350 pupil in 14 classes K-6.	Written appreciation by 370 children in 16 classes K-6	Yes

Conclusions

There were three ways in which the results fully justified the conviction of the writer that the climate of the school had been improved through enabling children to learn and practice the principles of citizenship. Firstly, there is the evidence that children showed in attending the citizenship workshops and meetings regularly in steadily increasing numbers (Table 6), and the willingness of the children to assume responsibility for improvement in the quality of life at the school as evidenced by their writing and adoption of class charters and the school constitution. One group of researchers noted supportive evidence for this in their work in which children showed committment to being concerned about rules and duty to one's community as a contributing participant, although the depth of this varied in intensity in children of differing cultures (Hamilton, Blumenfeld, Akoh, & Miura, 1989).

Secondly, the improvement in climate was gained through pupils' ability to learn self-management skills, through their better understandings of how citizens use government to manage their community, and through the children's study of the U.S. Constitution, and their practice of student government in their own classrooms. This was new and difficult curriculum material for children and for teachers to obsorb and apply successfully as was done during this practicum at the target school. The fact that it was successfully applied was reflective of the observations of Gorrell (1990) in that the mastery of skills helps an individual to improve in self-esteem regarding one's ability to handle difficult material. Gorrell (1990) maintained that

this becomes a self-fulfilling prophecy. Thus, the more the child believes can be accomplished, the more the child works toward success. With success, the child believes that even more can be accomplished, and works with increased assurance and higher aspirations. Laney (1988) also included encouraging reports of success in offering young children concepts in economics, with the implied recommendation for the inclusion of advanced subject material such as that in government, law and citizenship as were made part of this practicum.

Thirdly, the writer included special education youngsters with emotional handicaps and learning disabilities in the student leadership group. This action was fully justified in that many of these youngsters, who had been prominent in the count of school incidents and altercations in the past school year, readily used the citizenship qualities and practices which they learned in the workshops and which they enumerated in their class charters to improve the climate of their own classes and of the entire school. It should be noted that the children's efforts in this area were strongly supported and augmented by their teachers. Further support for this action of the writer in including special education classes in the citizenship workshop series was found in Miller, Leinhardt, & Zigmond (1988). That study made a case for deep involvement of students in school affairs as a way of keeping at-risk (potential drop-out) students in school. Miller, Leinhardt, & Zigmond (1988) suggested that these students' tendency to link participation in school government affairs with the need to keep up their academic standards was an important factor in the successful result shown in sharply reduced numbers of reported incidents this

year.

In summary, improvement in the climate of the school reflected one of the most important points noted in Duttweiler (1999). This was that "meaningfulness plus ability equals authority" (p. 11); that is, the better children get at their citizenship skills, the more other children and teachers were likely to recognize them for their ability. Furthermore, when the tasks and solutions to school problems became real for the student leaders, the work meant more to the participants themselves, and to the recipients of their efforts and skills, most notably, their classmates and others in the school community.

Recommendations

Based on the student workshop series evaluations, on the end-term questionnaire responses, and on the writer's review of teachers' planbooks for evidence of improvement in the teaching of citizenship, the following recommendations are offered:

1. Students should be helped to further investigate the importance of values in the influence of their decisions. The children, who attended the workshops, on occasion indicated a tendency to temporarily relax their chosen standards for a passing benefit. This tendency was noted by Calabrese and Cochran (1990) to be evident in the behaviors of adolescents, particularly in poor and minority groups.

2. Student should continue to be groomed for leadership with the authentic faculty leaders serving as advisors. The writer, as both a supervisor in the target school and as chief advisor to the student leaders during the practicum was able to demonstrate the effective use

of personal power, as described in Delpitt (1988). The writer's personal success in this encouraged students and teachers to use the materials and techniques as modelled by the writer to increase and display their own powers, resulting in improved skills in truly communicating ideas and information, and in causing others to listen, think, and act with common purpose.

3. Tanner (1989) and Prawat (1989) supplied support for the recommendation that children should be give the opportunity to work for a time with professionals and superbly qualified people in fields of pupils concern. It was clear from the questions and responses of students to visiting guests in the fields of government and law that this feature should be expanded.

4. More attention should be given to development of the student journals. Those placed on display at various exhibits represented the efforts of only a few of the most able children. The journals for most of the participants in the workshops as well as in classrooms were disappointing, although almost every child made an effort to maintain notes in some form.

5. The school library/media center and the computer laboratory should receive the attention of funding efforts in order to improve the quality and quantity of current material now available for children in the areas of law, government, citizenship, and political science.

Dissemination

There were three dissemination activities conducted during the practicum. First, the writer made a presentation of the format of the student leaders workshops and the original computer games at a city-

wide conference of teachers and other personnel in computer education.

Second, the brochure prepared by the student leadership group has been augmented by material added by the principal of the school, and is now a permanent expression of the focus of the target school on government and law, and on the development of student leadership. It has been duplicated for distribution to all visitors to the target school.

Third, the writer placed two articles about the student leadership workshop program in two publications widely circulated throughout the school community.

Finally, the principal of the target school and the writer planned for wider dissemination during the school year following their joint presentation of the techniques and materials developed by the writer for this practicum. The presentation was prepared for an annual state-wide conference of educators in the fields of law and judicial process at the elementary school level.

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QUESTIONNAIRE

NAME (optional)_____

DATE_____ GRADE LEVEL_____

ARE YOU A TEACHER?_____ A STUDENT?_____ A PARENT?_____

1. What can we do to make our school a better place for learning?

2. What are <u>you</u> willing to do to help make our school better?

3. What can we do to make children and adults at our school respect each other more?

4. What are <u>you</u> willing to do to help the children and adults at our school show more respect for each other?

5. What do you think is the first thing we should all work on to help make our school better?

GENERAL SCHOOL BEHAVIOR POLICY

Reasons for a "U" (Unsatisfactory) report card rating:

1. Repeated failure to attend class (cutting).
2. Repeated failure to follow school and class regulations.
3. Repeated failure to cooperate with teacher and classmates.
4. Repeated failure to care for personal and school property.

Reasons for Students to Receive a Principal's Suspension:

1. Threatening physical harm or causing injury to a member of the faculty or another student.
2. Fighting.
3. Setting off the building fire alarms.
4. Extorting money, toys, or other favors from classmates.
5. Leaving the school building while school is in session without permission and/or unaccompanied by an adult.
6. Leaving the schoolyard during recess unaccompanied by an adult.
7. Possession of a weapon, or any instrument designed or intended to be used as a weapon.

Reasons to be Held Over at the End of the School Year

1. Excessive absence (60 days or more).
2. Failure to pass state reference points as designated for state reading and mathematics examinations.
3. Failure to meet expectations of academic, social, and emotional growth as determined by consultation, agreement, and recommendation of student's parents, teachers, and guidance staff.

APPENDIX C

INTERVIEW OUTLINE: STUDENT LEADERS

NAME_____ CLASS_____ DATE_____

1. What class (or school) office do you hold now?
2. How were you chosen for this office?
   a. Elected by classmates
   b. Selected by teacher
   c. Volunteer
3. What is your job in this office?
4. What did you do in your office job today?
   This week? This month?
5. Who is in charge of your class meetings?
   a. The teacher
   b. The class president
   c. All the class officers
6. What is the best thing about being a class officer?
7. What is the worst thing about being a class officer?
8. What would help you most to become a better officer?

APPENDIX D

LIST OF MATERIALS

Materials

Educational Film-strips and Video (Huntsville, Texas):

1. Effective Student Government (Sound Filmstrip series)
2. Parliamentary Procedure (Sound Filmstrip series and videotape)
3. Decision Making (Videotape)
4. Test-taking Skills (Vidoetape)
5. Improving Your Self-Esteem (Videotape)
6. History of the U.S. Constitution: Design for Liberty

OrangeCherry Software (Bedford Hills, NY):

1. Government in the United States
2. U.S. Constitution Learning Machine
3. Current Events Vocabulary

Curriculum Guide (New York City Board of Education):

Citizenship in New York City

Children's Trade Books (various publishers) on citizenship, etc.

Selected from school and local public library

(example: Fradin, D. B. (1985). Voting and elections: New True Book Series. Chicago, IL: Childrens Press)

Committee For Children (Seattle, WA):

1. Impulse Control (poster series)
2. Empathy Training (poster series)

Interactive video: developed by students and teachers with the writer's advice and guidance.

1. Biography of school honoree
2. Database on Life and Times of School Honoree
3. Videotape collection of memorabilia (photos, documents, etc.) belonging to honoree. Materials to be linked to database.

APPENDIX E

SCHOOL CONSTITUTION, BILL OF RIGHTS, AND BY-LAWS

CONSTITUTION AND BY-LAWS

Preamble

Our mission is to create an environment of self-management that motivates and enables the members of our school community to achieve their maximum potential. Therefore, we, the students of the School for the Study of Government and Law, do accept this constitution and promist to live by it.

Article I - Student Advisory Council

Section 1. The Student Advisory Council will help make rules for the school with the advice of the principal.

The Student Advisory Council will always be here for the children.

Section 2. The purpose of the Student Advisory Council is to help decide on rules for the government of the school, to have 'fun-raising' every year for the benefit of the children of this school, and to advise the faculty on student concerns (such as the food in the lunchroom).

Section 3. The Student Advisory Council will always be elected in September.

Section 4. The Student Advisory Council will meet every other week all during the school year.

Section 5a. The Student Advisory Council will consist of three students selected from each class in Grades 3-6 and Special Education. These children should have good conduct, good classwork, good attendance, and they should be aware of what

is going on.

Section 5b. The principal has the power to appoint two more students to the Student Advisory Council.

Section 6. The Student Advisory Council will have the power to punish any member of the Student Advisory Council if his/her conduct or classwork is not up to school standards, by suspending him/her for two meetings.

If there is no improvement, the Student Advisory Council will have the power to expel him/her from the Council.

Section 7. The Student Advisory Council will keep a Record of its meetings and of the voting.

The Student Advisory Council Secretary will send a copy of the Record to the principal.

One complete and up-to-date copy of the Student Advisory Council Record will always be kept in the school library for children to read.

Section 8. At any meeting of the Student Advisory Council, a quorum will consist of a majority of Student Advisory Council members.

If a quorum is not present, no voting can take place, but there can be discussion.

Section 9. No member of the Student Advisory Council shall take a gift or reward for serving on the Student Advisory Council.

Section 10. The members of the Student Advisory Council have the right to decide on their own rules for meetings. They

can use parliamentary procedure or any other rules of order they think would be better.

Section 11. All students have the right to write to the principal about a problem in the school. If appropriate, the principal will send the problem to the Student Advisory Council for discussion and action.

Section 12. All students have the right to ask their class representatives to bring a problem to a Student Advisory Council meeting, or to ask the Student Advisory Council to let them speak at a meeting about a problem.

Article II - Student Advisory Council Officers

Section 1. The members of the Student Advisory Council shall select students from their group to serve as officers, President, Vice-President, Secretary, Treasurer, and other officers they need.

Section 2a. The members of the Student Advisory Council will elect one of their group to serve as President at the first or second meeting in September.

Section 2b. In case of a tie, all the children in grades 3-6 will vote to decide the election for Student Advisory Council President.

Section 3. The President of the Student Advisory Council must be above the 3rd Grade, and should be registered in this school for at least three months.

The President should be a good student who can represent the school and be a good example for all the other children.

Section 4a. The President will serve for one school year. The President can be re-elected for one more school year.

Section 4b. No student may serve as President for more than two school years.

Section 4c. In case the Student Advisory Council President has to leave office, the Vice-President will take over a President. Then the Student Advisory Council will elect a new Vice-President.

Section 5. The duties of the Student Advisory Council President are to run the Student Advisory Council meetings, to set up the agenda for meetings, to appoint people for special committees, and to represent all the children in the school whenever needed.

Section 6. The duties of the Vice-President are to conduct Student Advisory Council meetings and represent to children of the school if the President is away, and to be in charge of the School Court.

The Student Advisory Council Secretary will keep minutes of meetings, write letters, and keep the records up-to-date.

The Treasurer will keep a correct account of all money belonging to the Student Advisory Council.

Article III - School Court

Section 1. The school court shall consist of the Presidents of all the classes in grades 3-6, plus the principal.

Section 2. Any child in the school has the right to write a letter to the principal about a problem. If appropriate, the principal will call for the School Court if needed.

If the letter is about another person, the child who writes the letter has to sign his/her name, but the principal can be asked to keep the name a secret.

Section 3a. The Vice-President of the Student Advisory Council will be in charge of the School Court, but will not vote except in case of a tie.

Section 3b. The members of the School Court will choose a Court Reporter from their group to write what happened and about the vote.

Section 4. The School Court shall have the power to decide if any child has be justly blamed for doing something wrong.

The School Court shall have the power to decide what a child should do to make up for what they did.

The principal must agree with what the School Court wants to do.

Article IV - Changing or Amending the School Constitution

This School Constitution can be changed if:

-ten children write and sign a letter to the President of the Student Advisory Council saying what changes they want.

-most of the members of the Student Advisory Council vote in favor of the change.

-most of the students in grades 3-6 vote in favor of the change.

Article V - Ratifying or Making the School Constitution Ready for Use

This School Constitution will go into use when most of the

children in each class in grades 3-6 vote in favor of it.

BILL OF RIGHTS

Amendment 1. Because every child has the right to respect, we have the responsibility to respect each other - our classmates and elders, including our parent, our teachers, and our principal.

Amendment 2. Because every child has the right to be safe in school, we have the responsibility to work out our problems by discussion, and not be fighting or other dangerous behavior.

Amendment 3. Because every child has the right to use school materials, we have the responsibility to keep school and personal property free from damage or loss.

Amendment 4. Because every child has the right to come to school and learn, we have the responsibility to bring a pen or pencil to school every day.

Amendment 5. Because every child has the right to come to a clean school, we have the responsibility not to litter, and not to bring food to class (except for special parties).

Amendment 6. Because every child has the right to keep his/her own property, we have the responsibility to bring to school only the things we need for class work. We have the responsibility to bring our own things, and not to take or borrow things from other children all the time.

Amendment 7. Because every child has the right to speak, we have the responsibility to be careful about our language, and

about how we talk to other people.

Amendment 8. Because every child has the right to meet, talk, and work in a friendly group, we have the responsibility to be helpful to each other in all groups, large or small.

Amendment 9. Because every child has the right to know what is going on, we have the responsibility to use our school newspaper to write the true events and opinions of our school and students.

Amendment 10. Because every child has the right to tell his/her own side of a problem, we have the responsibility to listen to all sides of a problem before we blame or punish anybody.

BY-LAWS

1. Any child who marks the wall must help to clean it off.
2. Any child who fights has to miss three periods of gym.
3. Any child who lies about another child has to do five extra pages of homework.
4. Any child who curses has to sit in the back of the classroom for an hour.
5. Any child who loses or destroys school property must sit during recess for two days without playing.
6. Any child who talk back to an adult has to do one hour of extra homework.

APPENDIX F

SAMPLES: CLASS CHARTERS

CLASS CHARTER: GRADE FOUR

Whereas: we the children of Class 4- have rights, we the children of Class 4- also have responsibilities.

Rights	Responsibilities
1. We have the right to learn as much as possible.	1. We have to make sure we ask questions, pay attention, do all class and homework assignments, listen, and follow directions.
2. We have the right to a neat and clean room.	2. We must keep our books and materials organized to find what we need quickly.
3. We have the right to enjoy our recess.	3. We have the responsibility not to fight, not to play rough, and not to run into each other.
4. We have the right to raise our hands and speak.	4. We have the responsibility to wait to be called on, and to have respect for others who are speaking.
5. We have the right to cut down on eating gum, candies, and other kinds of sugar.	5. Our responsibility is not to bring sweets, and to say "No" when it is offered to us.

CLASS CHARTER: GRADE SIX

Whereas:

The curriculum content, classroom climate and self management skill determine our progress, we in Class 6- resolve the following:

a) to do our very best to successfully understand, study, and complete the 6th grade curriculum in all areas.

b) to decide on class policies (communicating ideas and opinions) and using consensus to settle issues.

c) to keep our desks, tables and room neat and conducive for leaning.

d) to keep our notebooks and worksheets in order so that we can easily find and use our materials for work and stuoy.

e) to focus on our own business and manage our own affairs.

CLASS CHARTER: KINDERGARTEN

We are smart and beautiful children.

We love ourselves and we help each other.

We respect ourselves, our friends, and our teachers.

We are too smart to do something that is wrong.

If we do something that is wrong, we try to remember not to do it again.

SCHOOL-WIDE MONTHLY CITIZENSHIP ACTIVITIES

First Month: The writer assisted members of the Student Advisory Council with their campaign speeches, which they presented in the assembly prior to voting by the students in grades 3-6. The writer also advised students on their promotional devices, such as campaign posters and lunchroom cheer-leading for student candidates.

Second Month: The writer coached students in grades 5 and 6 who were selected by classroom teachers to participate in the annual school Election Day debate. A few students assumed the roles of party leaders to field questions on the issues as expressed in the platforms of the two major political parties, particularly as they related to the mayoralty election in the city. Other students assumed the roles of the mayoralty candidates, responding to questions based on the expressed views of the actual candidates as studied by the students. A third group of selected students acted as 'reporters' or questioners during the debate on behalf of all the students present in assembly. A straw poll was taken of the assembled students after the debate. The writer assisted students with the comparison of this straw poll with the actual city

vote for the mayoralty upon return to school after Election Day.

Third Month: At the direction of the principal, the writer designed a program to dedicate the school library in the name of a former Chancellor of the city schools who had visited the target school only a few days before his death the previous Spring. The writer worked with Student Advisory Council officers and other selected students to prepare speeches and poetry selections for the program, and letters of appreciation to the invited guests and to the late Chancellor's family.

Fourth Month: With the guidance of the writer, the Student Advisory Council and the class presidents had prepared a draft constitution for the school based on their studies of the U.S. Constitution during the citizenship workshops. The draft constitution was presented in assembly, with portions read by students on the Council, and a large-scale copy projected for auditorium viewing on a high-power overhead projector. A week of classroom discussion was followed by a favorable first ratification vote.

Fifth Month: The writer assisted the Student Advisory Council and other selected students with the organization and conduct of a series of four assembly presentations by noted local Black leaders in the fields of government and the law in observance of Black History

Month. Although the official letters of invitation and acknowledgement were prepared by the principal, the student leaders also prepared and sent letters of appreciation to the invited speakers.

Sixth Month: The writer assisted the members of the special citizenship studies group (class officers and members of the Student Advisory Council with preparations for Spring Open School Night, for and for school-wide observance of Parent Day. A special exhibit was prepared for the Student Government room on the life of the school's namesake, a Black woman who had a distinguished career in law and in city government, as well as having been an elementary school teacher and a noted scholar. Also a photo exhibit and sample student journals were displayed in recognition of the activities of the students citizenship studies.

Seventh Month: Annual city-wide and state-wide standardized tests were held. Under the guidance of the writer, the Student Advisory Council and the class presidents group sponsored a series of filmstrips and videotapes for use in the classrooms by teachers to enhance students self-image and to improve their confidence in test-taking. These materials are noted in Appendix D. The writer assisted both pupils and

teachers with the scheduling, viewing, and follow-up discussion of the content of these materials.

Eighth Month: The writer assisted students in the special citizenship workshop group to plan and implement a series of activities related to the observance of Law Day. Most notable of these was the invitation of a local Assistant District Attorney to address the assembly. The students also prepared a petition for the local U.S. Congressman on the subject of Department of Sanitation heavy equipment as permanent fixtures in the school play yard. The writer then assisted pupils in assessing the success of their efforts following responses to their letters from both their U.S. Congressman's office and from the office of the Department of Sanitation.

Ninth Month: The writer assisted and guided the special citizenship study group in the preparation and presentation of a debate on the question: Are We Learning to Respect Each Other in Our School? The fifth grade was asked to take the affirmative position, the fourth grade was asked to prepare the negative position. The sixth grade served as judges, with the third grade acting as listeners, preparatory to their taking part in the collective 'man-in-the-street' role, and in the unofficial straw vote. The vote of the third grade was then compared with the official vote of the sixth

graders. It should be noted that the official vote was very nearly a tie. The students on the losing side immediately petitioned and won a recount, thus demonstrating, at least in part, their understanding of accepted methods of protest and redress of grievances.

APPENDIX H

NOTES FOR FACULTY CONFERENCES

CITIZENSHIP STUDIES SERIES: # 1

Priorities for Class Government

Faculty Conference

Date:_____

1. What are the class officers you will need in your classroom?
2. What guidelines will you offer pupils in making voting choices?
3. What training are you prepared to offer the class officers to help them learn leadership?
4. How often do you expect to hold class meetings during one month?
5. What are the topics that you will encourage students to discuss?
6. Under what circumstances would you be prepared to accept student self-governance of the following:

   classroom seating

   homework assignment

   selection of "study-buddy" for seatwork
7. What generic assignments have you prepared to assist pupils with self- management of classroom routines when you are not with them?
8. How will you prepare your class officers, as well as all other students in your class, to assume responsibility for maintenance of class routines when you not with them?

CITIZENSHIP STUDIES SERIES: # 2

Values Instruction

Faculty Conference

Date:_____

Questions to ask yourself:

1. What do you consider to be a more important task than that of a teacher?
2. Who is the most important person in your life?
3. What is the most important thing you did today?
4. What qualities about yourself do you think people admire?
5. Of what aspect of your life are you proudest?

Questions to guide discussion with students:

1. What are some important things that you have to do today?
   Which is the most important?
   Which will you do first?
   How will you decide?
2. Who are some important people in your life?
   Who is the most important?
   Who do you admire or like the most?
   How did you choose?
3. What are some important things that belong to you?
   Which is the most important?
   Which do you like the most?
   What are some reasons for making different choices?

CITIZENSHIP SERIES: # 3

Instruction in Law

Faculty Conference

Date:_____

Background for Teachers

1. What are the differences among the following:

   a law a statute an ordinance

2. How are laws enacted at the level of local, state, and federal government?

3. What powers to enact law are held by the following:

   the judicial system

   the legislature

   executive officers of city, state, and federal government

4. How are powers to interpret laws defined?

5. How are powers to enforce laws defined?

6. What are specific laws that pertain to schools and/or teachers? in our city? elsewhere in the nation?

7. What are specific laws that pertain to children?

Questions to guide discussions with pupils

1. What are some laws that you know about that make people behave on the street?

   What new law do you think is needed to make people behave better on the street?

2. What are some laws you know about that make our food

safe to eat?

What new law do you think is needed to make our clothing safe to wear?

3. What are some laws you know about that make toys safe for children?

What new law do you think is needed to make parks and playgrounds safe for children?

4. How are new laws passed in our city? in our country?

CITIZENSHIP STUDIES SERIES: # 4

Rights, Responsibilities, and Privileges

Faculty Conference

Date: _____

Note factors in each section that pertain. Discuss.

Adapt for use in your classroom with pupils.

	Rights	Responsibilities	Privileges
Decent Housing			
Free Education			
Good Food			
Safe Transportation			
Health Services			
Good Government			

1. What differences pertain to the rights, responsibilities, and privileges of adults?

of children?

of teachers?

of parents?

2. How are rights, responsibilities, and privileges determined for adults?

for children?

for workers or professionals in the fields noted above?

for ordinary citizens?

CITIZENSHIP SERIES: # 5

The Local Neighborhood and Community

Faculty Conference

Date:_____

Teachers: Adapt for use with students.

a. Who are the officers of our school Parent Association?

b. Who are the members of your class parent committee?

c. Who are the members of the local school board?

d. What medical and other emergency services are used most by the families in our school? Where are they located?

e. Where do most parents in our school shop for food and other groceries?

f. Where do parents purchase most of the children's clothing and school supplies?

g. Where do most children go for outdoor play on weekends and vacations?

h. What are the major sources of recreation for the children in our school within the immediate neighborhood?

i. What are the most needed elements in the local community to enhance the educational and recreational activities of the children and parents in our school?

j. Identify the governmental officials, other agencies and organizations, and community activists most likely to assist with needed improvements in the neighborhood?

CITIZENSHIP STUDIES SERIES: # 6

City, State, and Federal Government

Faculty Conference

Date:_____

Outline for Discussion:

1. What were the major changes in the city charter were enacted as a result of the recent referendum?
2. What are the newly defined powers of key members of the City Council as determined by the referendum on Election Day?
3. What is the most significant change in the office of the Mayor of our city as determined by the revised city charter?

1. Who are the state legislators for the school district?
2. What are the significant issues on the agenda of the state education committee for this session of the state legislature?
3. What are the significant issues regarding elementary education on the agenda of the state education department?

1. What are the significant issues in regard to education now before Congressional legislators in Washington, D.C.?
2. What are the significant issues in regard to the welfare of children and families now pending in Congress?
3. What appropriate steps can be taken by the members of our faculty to make the needs of our students known to legislators?

APPENDIX I

WORKSHOP ACTIVITIES IN CITIZENSHIP FOR STUDENTS

STUDENT CITIZENSHIP SERIES: # 1

Workshop Focus: WHAT IS GOOD GOVERNMENT?

Attendance: Class presidents and vice-presidents, and Student Advisory Council class representatives attended. Student Advisory Council officers presided with guidance of the writer.

Student Advisory Council Business: Students were asked to bring names of all class officers in all classes to the next meeting to be placed into a computer data bank. Information needed was:

Pupil's Full Name, Class, and Office

Did they ever have a class office before?

When? How many times before?

Major Workshop Activity: Pupils examined newspapers collected by the writer for articles and commentaries concerning governmental actions or issues at the national, state, and municipal level.

Students listed the issues that appeared to concern government at more than one level, such as education, taxes, war on drugs, etc.

Students noted agreements and differences on these issues among the different levels of government.

Students discussed how these factors influence our opinions of whether or not we have good government that is of help and benefit to all.

Students compared their own opinions with newspaper editorials, political cartoons and columnists.

Workshop Summary and Evaluation: Students wrote response in Student Journals: How do people in this country think the government might be improved?

STUDENT CITIZENSHIP SERIES: # 2

Workshop Focus: WHAT MAKES A GOOD LAW?

Attendance: All class officers and Student Advisory Council representatives attended this workshop. The writer included videotaping as part of the workshop activity.

Student Advisory Council Business: The names, previous office experience, and present class assignments of all class officers and representatives present were checked for accuracy prior to entering them into the data bank for use during the remainder of the school year.

Major Workshop Activity: The writer introduced the game of Eraser Tag in which two children, each with a clean board eraser balanced on his/her head, chased each other around the room until one failed to keep the eraser on his/her head. At first, the writer announced only three rules:

1. The first child called is the chaser; the second child called is the one to be chased.

2. Neither child may touch the board eraser after the chase began, but each child was permitted to position it as he/she wished before starting.

3. The first time an eraser fell off, the contestants changed roles; the chaser became the one chased. The second time an eraser fell off, two new players were chosen.

After the game was played through two or three rounds, the writer suggested that the group discuss whether or not the rules were working, and whether or not new rules were needed. The group proposed the following new rules:

1. A player stays in the game as long as he/she can keep the eraser balanced on his/her head.

2. Children who are not in the game can help by calling out suggested strategies for eluding the tag, but they may not impede play by tripping or trapping players between desks.

After one or two more rounds, the group decided that players should be assigned to teams, and a system of score-keeping should be included. Reasons for each of these rules were proposed and discussed.

Workshop Summary and Evaluation: A portion of the videotape was reviewed by the group. Children whose remarks and contributions as recorded on the videotape were particularly appreciated were applauded, as were the game contestants. The complete set of rules for the game was entered into student journals and saved for possible publication in the Student Advisory Council Record. Finally, students wrote responses to: What is one good rule we have in our school? How is a good rule like a good law?

STUDENT CITIZENSHIP SERIES: # 3

Workshop Focus: HOW CAN GOOD CITIZENSHIP HELP US IMPROVE OURSELVES AND OUR SCHOOL?

Attendance: Class presidents and officers of the Student Advisory Council attended. The president of the Student Advisory Council presided.

Student Advisory Council Business: Class presidents reported on experiences in their own classes with the Eraser Tag game. The writer requested each student to review whether or not the class had discussed the relationship of a good rule in a game to a good rule for a class or school, and then, whether or not the class had been able to relate rules with laws. As a result of this discussion, the writer scheduled personal visits to several classrooms in order to give direct instruction in the relationship of rules to laws through use of the game activity. The classes thus serviced by the writer included those in grades K-2 in the main.

Major Workshop Activity: A discussion of the rights of individuals was led by the president of the Student Advisory Council, with the guidance of the writer, and with the assistance of a work sheet (p.126) prepared and distributed by the writer as an aid to discussion.

Workshop Summary and Evaluation: As a result of the discussion, students were able to suggest other rights that

they possessed as citizens of this country, and a few of the particular rights they have as children, such as the right to a public school education. The writer guided pupils to the understanding that each child in each class is not only expected to exercise his/her own rights, but is also expected to act responsibly to protect the rights of other children and adults in the school. These remarks were added to the worksheet material, and included in the students' journals.

CLASS OFFICERS CONFERENCE WORKSHEET

NAME_____CLASS_____DATE_____

CLASS OFFICE: President____ Vice-President_____ Secretary____

RIGHTS - PRIVILEGES - RESPONSIBILITIES

Directions: 1. Read each line.

2. If you have a RIGHT to do it, put R on the line.

3. If it is a PRIVILEGE, put P on the line.

4. If it is a RESPONSIBILITY, put Y on the line.

- -

1. Go to school _____
2. Go to college _____
3. Talk in class _____
4. Take home a library book _____
5. Play ball in the schoolyard _____
6. Do homework _____
7. Bring your own lunch to school _____
8. Wear sneakers to school _____
9. Ask your teacher a question _____
10. Go to assembly _____
11. Look at your last year's reading score _____
12. Talk to the principal _____
13. Bring a toy to school _____
14. Sit next to your friend _____
15. Keep a neat notebook _____

Follow-up: Discuss the ones you marked R with other children at this meeting. How do you know that these are your RIGHTS?

STUDENT CITIZENSHIP SERIES: # 4

Workshop Focus: HOW CAN CLASS CHARTERS HELP US WITH IMPROVEMENT?

Attendance: Class presidents and vice-presidents along with Student Advisory Council representatives and officers attended; the president of the Student Advisory Council presided.

Student Advisory Council Business: The president of each class was asked to indicate whether or not his/her class had prepared a class charter. Instruction in the formulation of class charters had been offered to all teachers and classes by the writer. Each president then reported on whether or not the class charter had been signed by all the pupils in the class, and whether or not it had been posted just outside the classroom door in a prominent position on the corridor wall with a list of the class officers.

Major Workshop Activity: The entire group of children in attendance at this meeting adjourned to a tour of the building to view the charters already in place. The writer encouraged each group of class officers to take a photograph standing beside their own class charters.

Workshop Summary and Evaluation: Pupils were able to compare similarities among charters, for example, several charters noted the class resolve to respect themselves and the rights of others. They also noted that upper grade classes placed emphasis on the resolve to do well on Spring city-wide tests.

STUDENT CITIZENSHIP SERIES: # 5

Workshop Focus: WHAT ARE THE RESPONSIBILITIES OF THE CLASS PRESIDENT AND VICE-PRESIDENT?

Attendance: All class presidents and vice-presidents were invited to attend, as were all the officers of the Student Advisory Council. The president of the Student Council presided with the guidance of the writer.

Student Advisory Council Business: Copies of all class charters had been obtained, as well as lists of all class officers. The students in the group assisted with the display of these materials, including the photos, in the Student Government Room, assigned by the principal for this use.

Major Workshop Activity: Students viewed two parts of a filmstrip series produced by Educational Filmstrips and Video on the duties of a class or club president, and on the responsibilities of a student government organization (see Appendix D).

Following this, selected pupils were given an opportunity to role-play as presiding officer of the meeting. Their efforts were recorded on videotape and discussed.

Workshop Summary and Evaluation: Students recorded learnings in journals.

STUDENT CITIZENSHIP SERIES: # 6

Workshop Focus: WHAT IS THE JOB OF THE CLASS SECRETARY AND TREASURER?

Attendance: Class presidents, secretaries, and treasurers came to the meeting, as did the officers of the Student Advisory Council, the president presiding with the guidance of the writer.

Student Advisory Council Business: Discussion of the significance of the election of the first Black mayor in the history of the city. Brief review of the significance of revisions in the city charter as approved by the citizenry on Election Day.

Major Workshop Activity: Students viewed and discussed two sound filmstrips produced by Educational Filmstrips (1980) listed in the materials in Appendix D. Following this, students discussed the relationships among the officers of each class, and the ways that these interactions could be improved.

Workshop Summary and Evaluation: Student participants wrote their views on the need for cooperation among the members of each class' executive committee. These notes were included in individual journals.

STUDENT CITIZENSHIP SERIES: # 7 and # 8

Workshop Focus: WHAT ARE THE RULES OF ORDER OF A CLASS MEETING?

Attendance: All class officers and members of the Student Advisory Council attended. This workshop was conducted by the writer over a time span of two sessions in order to permit full participation by all members of the group.

Student Advisory Council Business: Class officers reported on their experiences with class meetings. Class presidents expressed improved confidence and ability to conduct brief class discussions. This was confirmed by the writer through informal consultations with teachers.

Major Workshop Activity: Participants viewed selected portions of a series on parliamentary procedure produced by Educational Filmstrips and Video.

Following each viewing, participants were given the opportunity to role play the events in a typical business meeting of class or other group. These efforts were videotaped by the writer, and reviewed and discussed by the pupils in attendance.

Workshop Summary and Evaluation: A vocabulary worksheet (see p. 131) was prepared and distributed by the writer to students. These words and expressions used in the rules of order were discussed by the children to insure understanding of how these terms are used in a group meeting. Students wrote individual notes on the worksheets before placing them in journal folders.

PARLIAMENTARY PROCEDURE AND RULES OF ORDER

VOCABULARY LIST

QUORUM	CHAIR	PRESIDE
PARLIAMENT(ARY)	MAJORITY	MINORITY
CALL TO ORDER	PROCEDURE	GAVEL
MINORITY	MINUTES	IN FAVOR
AGENDA	RECOGNIZE	OPPOSED
AYE	NAY (NO)	I MOVE
MOTION	THE FLOOR	SECOND
EXECUTIVE COMMITTEE	STANDING COMMITTEE	
OLD BUSINESS	NEW BUSINESS	
ORDER OF BUSINESS	POINT OF ORDER	
POINT OF INFORMATION	CALL THE QUESTION	
MOVE TO VOTE	ADJOURN(MENT)	

STUDENT CITIZENSHIP SERIES: # 9

Workshop Focus: HOW DOES THE UNITED STATES CONSTITUTION HELP EACH ONE OF US?: THE PREAMBLE

Attendance: This series on the U.S. Constitution was attended by class and Student Advisory Council officers in the middle and upper grades 3-6 and Special Education.

Student Advisory Council Business: After reports of class meetings, the Council discussed and voted on:

1. Lunchroom behaviors that would be rewarded by special monthly formal luncheons being served by lunchroom staff to deserving classes.

2. Recess behaviors that would be recognized by special monthly parties sponsored by the principal.

Major Workshop Activity: Copies of the entire U.S. Constitution were prepared by the writer and distributed to children. At this session, an in-depth discussion of the evolution of the Preamble was led by the writer. As one major point in this discussion, pupils were helped to understand how the Mission of the school, as formulated by the faculty in their own meetings, was related to the Preamble in terms of being a statement of the reasons for a program of action by a group. Following the desk work with the printed copies of the Preamble, the students adjourned to the computer lab for work with software materials related to the U.S. Constitution and produced by

Orange Cherry Software (see Appendix D).

Workshop Summary and Evaluation: Students used the computer to write and print out their own brief comparisons of the the Preamble to the United States Constitution with the mission statement of their own school. These writings and print-outs were placed in journals.

STUDENT CITIZENSHIP SERIES: # 10

Workshop Focus: HOW DOES THE UNITED STATES CONSTITUTION HELP EACH ONE OF US?: THE ARTICLES

Attendance: This series on the U.S. Constitution was attended by class and Student Advisory Council officers in the middle and upper grades 3-6 and Special Education.

Student Advisory Council Business: After reports of class meetings, the Council reponded to the requests for their opinions by guest speakers to the meeting from the school lunch program office. These visitors polled the student leaders on choices for lunch entrees in the student cafeteria during the next few months. Pupils were advised that certain dishes would be named after particular pupils who had requested them. For example, "Mary's Fried Chicken" would be an entry on an up-coming menu; other pupils were encouraged to look for their names on menus in the weeks to come.

Major Workshop Activity: Copies of the U.S. Constitution previously prepared by the writer were again distributed to children. At this session, an in-depth discussion of each of the seven Articles was led by the writer. As one major point in this discussion, pupils were helped to understand how the charters of each class, as well as the rules of order for the conduct of a organization, could be compared with the various

responsibilites at the state and federal levels of government. Again pupils were escorted by the writer to the computer room for follow-up learnings on the Articles, and for review of learnings on the history and Preamble to the U.S. Constitution, utilizing the software already noted above.

Workshop Summary and Evaluation: Students used the computer to write and print out their own brief summaries of the Articles of the U.S. Constitution for placement in their journals.

STUDENT CITIZENSHIP SERIES: # 11

Workshop Focus: HOW DOES THE UNITED STATES CONSTITUTION HELP EACH ONE OF US?: THE BILL OF RIGHTS

Attendance: This series on the U.S. Constitution was attended by class and Student Advisory Council officers in the middle and upper grades 3-6 and Special Education.

Student Advisory Council Business: After reports of class meetings, the Council welcomed the son of the late noted Black woman lawyer for whom the target school was named. This gentleman had been invited by the student leaders in order to offer background for the writing of a script to be used for a videotape biography of the school namesake. This entire production was to be undertaken by the student leaders, with the guidance of the writer, and with further technical assistance provided by two interested and able teachers.

Major Workshop Activity: Copies of the U.S. Constitution previously prepared by the writer were again distributed to children. At this session, an in-depth discussion of the first ten Amendments was led by the writer. Student leaders were helped to understand how the charters of each class contained phrases which embodied certain rights reserved for students and teachers in the same way that certain rights were guaranteed by the Bill of Rights.

Workshop Summary and Evaluation: Students used the computer to write and print out their own summaries of the rights of individuals as described in the Bill of Rights for placement in their journals and folders.

STUDENT CITIZENSHIP SERIES: # 12

Workshop Focus: HOW DOES THE UNITED STATES CONSTITUTION HELP EACH ONE OF US?: THE OTHER AMENDMENTS

Attendance: This series on the U.S. Constitution was attended by class and Student Advisory Council officers in the middle and upper grades 3-6 and Special Education.

Student Advisory Council Business: After reports of class meetings, student leaders discussed the effects of their poster campaign and petition strategies to eliminate both the sudden impact of graffiti on the outside walls of the school, a phenomenon hitherto unknown at the school, and the long-term placement of sanitation dumpsters in the school yard. The writer provided follow-up by preparing three original computer programs in Logo for use by the student leaders in the computer room. These programs centered improving student's knowledge of the functions and responsibilities of local community services, as well as those of individual citizens.

Major Workshop Activity: Copies of the U.S. Constitution previously prepared by the writer were again distributed to children. At this session, an in-depth discussion of the remaining Amendments to the U.S. Constitution, with particular emphasis on the 13th, 14th, and 15th Amendments, on the 16th and 19th Amendments, and on the 26th Amendment. A sub-committee of class vice-presidents

and other interested students was convened to prepare a draft constitution for the school, utilizing elements from the U.S. Constitution and from the class charters.

Workshop Summary and Evaluation: Students used the computer to write and print out their own brief summaries of the above noted U.S. Constitutional Amendments to place in their journals.

STUDENT CITIZENSHIP SERIES: # 13

Workshop Focus: HOW DOES GOOD CITIZENSHIP HELP US TO SOLVE PROBLEMS?

Attendance: All class officers and members of the Student Advisory Council attended these culminating meetings of the student leadership citizenship group.

Student Advisory Council Business: The Council welcomed another adult visitor to their meeting. The guest was one of the many advisors to the faculty school-based management committes, who had expressed her interest in attending one of the Student Advisory Council meetings to the principal. The presiding officer of the meeting invited the guest not only to observe, but to share her experiences and impressions with the student group, and to discuss on-going activities as a temporary member of the faculty.

Major Workshop Activity: Utilizing meaningful picture materials published by Committee for Children (see Appendix D), and selected by the writer as discussion springboards, the student leaders began a short series of workshops designed by the writer to help the children use critical thinking skills to make decisions and propose solutions regarding common on-going interpersonal student problems. Several role-play versions of ways to deal with gossip, name-calling, teasing, and

false accusations were videotaped, discussed, and revised.

Workshop Summary and Evaluation: The writer assisted students with summary notes on the main points of solution strategies (clarify the problem, become informed, think of many ideas to solve the problem, rate each idea, select one or two to use, focus on whether or not it works) for their journals.

STUDENT CITIZENSHIP SERIES: #14

Workshop Focus: WHAT STEPS SHOULD WE TAKE TO SOLVE OUR PROBLEMS IN THIS SCHOOL?

Attendance: Class presidents, vice-presidents, and the members of Student Advisory Council attended this meeting.

Student Advisory Council Business: Students considered the alternatives in arranging the school yard so that different classes could have the opportunity to practice for Field Day. Each class was assigned one day per week to practice running in a special area. Lower grade classes were asked to play temporarily in another area so that they would not be subject to injury while the older children practiced. The members of the student leadership group circulated this information throughout the school so that all children could be informed on the new arrangements.

Major Workshop Activity: Students were introduced to new computer game "How a Bill Becomes A Law" on the Orange Cherry disk Government in the United States (see Appendix D).

Workshop Summary and Evaluation: Students wrote summaries of their computer learnings for their journals.

STUDENT CITIZENSHIP SERIES: # 15

Workshop Focus: WHAT PLANS CAN WE MAKE TO IMPROVE IN CITIZENSHIP NEXT YEAR?

Attendance: The class officers and Student Advisory Council members of all classes attended this meeting.

Student Advisory Council Business: With the guidance of the writer, the student leaders considered those matters which were considered of greatest importance for next year's Student Advisory Council to discuss. Foremost among these was the establishment of a working Student Court as is provided in the School Constitution.

The writer directed the student leaders' attention to the fact that much of the graffiti on the outer school walls had been painted over several times by the school maintenance staff. Additionally, the unsightly dumpsters had been placed in a less intrusive section of the school yard. Following the writer's suggestion, the Student Advisory Council voted to send letters of appreciation to both the custodial staff for their efforts in covering the graffiti, and to the local office of the Department of Sanitation for their positive response to the students' petition by moving (if not removing) the dumpsters.

Major Workshop Activity: The student leaders continued their work in the computer laboratory with the Orange Cherry Software on the functions of government, with special

emphasis on the judicial system and the courts. At this meeting the pupils were introduced to the second game in this unit "You as Chief Justice", included in the Orange Cherry software Government in the United States (see Appendix D).

Workshop Summary and Evaluation: Student leaders used computers to write and print-out summaries of their learnings regarding the federal judicial system for inclusion in their journals.

STUDENT CITIZENSHIP SERIES: # 16

Workshop Focus: HOW CAN WE INFORM OTHERS ABOUT OUR WORK IN CITIZENSHIP THIS YEAR?

Attendance: All class officers and STudent Advisory Council class representatives attended this meeting.

Student Advisory Council Business: Under the guidance of the writer, the student leaders wrote letters to their U.S. Congressman, urging prompt action on repairs in the school yard. These letters were to be presented to the Congressman when the sixth graders made their annual trip to the nation's capitol and to the Congressman's office there.

Major Workshop Activity: After discussion of alternatives, the student leaders prepared brochures describing their citizenship activities in print and picture. These students also videotaped the above noted business meeting of the Student Advisory Council with the officers of the Council presiding. Both the videotape and the brochures were used, along with an exhibit of photographs, the school constitution and class charters, and selected journals, at a district-wide curriculum fair to which the entire community was invited.

Workshop Summary and Evaluation: With the advice of the writer, the student leaders prepared letters for the principal of the school in which they described their learnings in citizenship during the year, and expressed their

appreciation for her approval of their use of the unused classroom for their government studies and for allowing them time away from their own classrooms for their meetings and workshops.

APPENDIX J

TEACHER'S PLANBOOK CITIZENSHIP CHECKLIST

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TEACHER'S PLANBOOK REVIEW: CITIZENSHIP STUDIES FOCUS - Date:

Daily Opening Exercises: Which class officers assist this week?

_____ _____ _____

Which responsibilities will they perform?

_____ _____ _____

Class Planning: When are class meetings scheduled this week?

_____ _____ _____

Who will prepare and implement the agenda?

_____ _____ _____

What steps are officers to take if you are absent this week?

_____ _____ _____

What topics are in your current events focus this week?

_____ _____ _____

What topics are in your student self-management focus this week?

_____ _____ _____

How will your class help to improve our school this week?

_____ _____ _____

APPENDIX K

CITIZENSHIP STUDIES EVALUATION FORM

CITIZENSHIP STUDIES

EVALUATION FORM

TODAY'S EVENT (MEETING, WORKSHOP, ETC.)_____

DATE_____

NAME (Optional)_____ CLASS_____

1. What did you learn or do at today's event which was new?

_____

_____

2. In what ways will today's event help you with your work in the classroom?

_____

_____

3. How could the meeting or workshop today have been improved?

_____

_____

4. The next meeting/workshop topic will be_____.
What should be included that will make it more valuable for you?

_____

_____